

Code of Behaviour

**Belmayne Educate Together
2020**

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Rationale

The aim of the Positive Behaviour Policy is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in an environment that is conducive to learning.

It is directed towards adopting a positive approach to the question of behaviour in our school and there is greater emphasis placed on emotional and social learning rather than sanctions or punishments.

This policy is also adopted to promote a positive and safe working environment for all staff, including a positive and safe classroom environment for teachers.

This Positive Behaviour Policy applies while in the school as well as on school trips, afterschool clubs, yard and any school-related activities.

Mission Statement

Belmayne Educate Together is:

- Equality-Based – All children have equal access to the school and no one religion or worldview is given priority over another within the school.
- Co-Educational – All children are encouraged to explore their full range of abilities and are provided with equal opportunities regardless of their gender or identity.
- Child-Centred – Our child-centred approach means that we put children at the heart of all policies and practices and involve them in decision making where appropriate.
- Democratically Run – Belmayne ETNS is run on a democratic basis, encouraging active participation by parents and pupils in the daily life of the school whilst positively affirming the professional role of the teacher.

Introduction

In order to fulfil the main aims of primary education, an atmosphere conducive to learning must be cultivated. This is best achieved by the development of satisfactory attitudes and habits by the children.

Teachers are in loco parentis while the children are in school and they must ensure that all children behave in a manner that ensures academic success, safety and enjoyment in school. The positive behaviour of children ensures that all children and staff are safe and are in an environment that is conducive to progressing with their work.

Positive behaviour is instilled in the children by having acceptable guidelines that are determined by the children, the Board, parents and the staff. Children work well when they have boundaries and they are aware of the workings of the school, the school day and what is expected of them.

The school provides an inclusive learning environment for all its pupils. Children with Additional Needs are welcomed into our school provided that the school can adequately provide for their needs. Learning activities and positive behaviour plans may/will be differentiated in the individual case of each child. However, **the positive code of behaviour exists for all children who are enrolled in BETNS.**

Our code of behaviour ensures that the individuality of each child is accommodated whilst acknowledging the right of each child to education. Children learn about their rights and responsibilities through the means of the Learn Together programme.

This policy follows recommendations set in the relevant Guidelines issued by the National Educational Welfare Board (Developing a Code of Behaviour: Guidelines for Schools, 2008). It was devised in consultation with the teaching staff, the pupils and parents in our school and has been ratified by the Board of Management. The date of review will be no later than January 2022.

This policy has been reviewed and amended to allow for adjustments required due to the COVID-19 Pandemic. This review took place in August 2020 to allow for Health and Safety protocols and child protection protocols to be adequately reflected in the Code of Behaviour policy.

Roles and Responsibilities – Developing a Code of Behaviour

The Patron

The Board of Management of Belmayne Educate Together manages the school on behalf of the Patron (Educate Together) and for the benefit of the students and their parents. The Board must:

- Uphold the characteristic spirit of the school and be accountable to the Patron in this respect
- Consult with and keep the Patron informed of decisions and proposals
- Publish its policies on admissions, participation, suspension and expulsion in a manner that has been agreed with the Patron (section 15(d), Education Act 1998). In order to comply with these provisions, the Board of Management should submit the code of behaviour to the Patron for approval.

The Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared in the school rests with the Board of Management. Belmayne ETNS has its unique identity, ethos, values and culture. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board plays an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities. The Board makes sure that all the members of the school community have the opportunity to be involved in work on the code of behaviour. The Board of Management formally records the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed.

The Principal

Leading the audit and review of the code of behaviour, and ensuring that it is implemented in the school, are important leadership tasks. It is the responsibility of the Principal, under the direction of the Board, to lead the work on the code of behaviour.

Teachers and Other Staff Members

Teachers and other staff members play important roles in the work in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community.

Parents

The code of behaviour is more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children's behaviour. Joint work between parents and staff in the development of the code of behaviour can:

- give parents insight into what teachers need in order to be able to teach effectively
- equip parents to reinforce at home the messages about learning and behaviour that are conducive to a happy school
- help parents to have a strong sense of pride in the school and ownership of its work
- help to ensure that parents give consistent messages to students about how to treat others

Pupils

Pupils are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process. Through their involvement, students can:

- hear directly from teachers about what is needed for teaching and learning
- experience being part of a collective effort to make sure the school is a good place to teach and learn
- learn about taking personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers
- learn essential skills of listening, negotiating and managing differences
- have their experience, insights and expectations recognised and used.

Expectations of children, staff and parents/guardians

We believe that a high standard of behaviour requires a strong sense of community within the school. A high level of cooperation amongst members of staff is necessary where staff are flexible, honest and positive.

Equally necessary is a high level of cooperation among staff, pupils and parents/guardians. It is hoped that all pupils, parents/guardians and staff will have a shared sense of responsibility regarding positive behaviour within the school.

Behaviour should reflect values such as:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Willingness to take correction and guidance towards self-regulation of behaviour
- Complying with the school and class rules and sanctions if they apply

Mutually respectful relationships balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

Expectations of the children

The school expects commitment from students to their own learning and to that of their peers. This commitment includes:

- attending school regularly and punctually
- doing their best in class by working to the best of their ability
- taking responsibility for their work and homework
- following the school and class rules
- helping to create a safe and positive environment
- respecting staff and peers in the manner in which they speak and interact
- Taking correction and guidance from all school staff
- respecting other students and their learning
- participation in all school activities

Expectations of staff

The concept of promoting positive behaviour should be based upon an empowering approach, which nurtures a culture of self-regulation among children.

An atmosphere of co-operation and mutual respect between the staff and pupils should be created as part of the ethos of the school.

All adults throughout their interactions with children should use communication strategies which foster co-operation, respect and encouragement.

The overall responsibility for discipline within the school rests with the Principal and Board of Management. However, each teacher has responsibility for classroom management within their own class.

They will:

- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child through effective assessment, monitoring and planning
- Ensure that there is adequate supervision
- Ensure that the COVID-19 Response plan set down by the school is being correctly adhered to with the safety of all pupils and staff to the fore
- Endeavour that their teaching meets the learning style of all children in their class
- Create a learning environment that is stimulating, interesting and fun where possible
- Implement a classroom management scheme that promotes positive behaviour in a fair and consistent manner. That hand hygiene, coughing etiquette and social distancing measures (where appropriate) now form part of the classroom management strategy and appear as one of the class from "Golden Rules" from Infants- 6th e.g. We will wash our hands.
- Implement Restorative Practices and circles as outlined in this policy and the Anti-Bullying Policy
- Keep a record on Aladdin of all incidents of serious or gross misconduct, sanctions implemented, behaviour modification plans implemented and the outcome
- Keep a record on Aladdin of regular/consistent low-level misbehaviours, sanctions implemented, behaviour modification plans implemented and the outcome
- Interact with and teach the children in a manner that respectful and conducive to learning
- Not shout or make comments that would be demeaning

- Communicate concerns relating to behaviour to parents as early as possible and to develop and implement a shared approach to managing the behaviours

Class teachers and specialist personnel should check that standards and rules are communicated in a way that is appropriate to the abilities of all pupils, including pupils with Additional Needs.

Expectations of parents/guardians

Parents/guardians play a crucial role in shaping the attitudes and self-regulation skills of their children which result in good behaviour in school and at home. Parents/guardians can cooperate with the school by

- Encouraging their children to abide by the school rules
- By listening and working with staff if there are issues with your child's behaviour
- Encouraging punctuality and regular attendance
- By visiting the school and being involved in school life and activities.
- The admission to the school facility may be restricted or off limits during the COVID-19 Pandemic. This will be reviewed at the earliest opportunity when safe to resume.
- By following all public health directions and policy with regard to the COVID-19 Pandemic e.g by keeping child at home should they exhibit any symptoms or by self-isolating on return from non-green list country.
- By talking to the members of staff and (by) ensuring that homework is allotted due time and effort.
- By supporting staff and decisions made regarding misbehaviours
- By not discussing staff in a negative manner in front of children or with other parents but to contact the teacher if an issue arises
- Support the school's restorative approach to promoting good behaviour.
- By accepting that each child is unique and that their own child will progress to a level that is appropriate to their development

It is imperative that parents cooperate with staff should challenges relating to behaviour arise. When parents and teachers work together children can be supported both at home and in school thus increasing the child's success and happiness at school.

Educational Research supports the direct correlation regarding the success achieved by a child in school and Parental Involvement.

School Rules

Classroom

Golden Rules have been drawn up for each class which are based on the rules below. This code enables the school to provide a safe and comfortable learning and working environment for all. These rules will be displayed in each classroom.

Golden Rules will encourage politeness, kindness, honesty, gentleness sharing, listening, etc.

Junior End of School (Junior Infants-First Class)

- We listen. We don't interrupt.
- We are gentle. We don't hurt others

- We are kind and polite.
- We are honest. We tell the truth.
- We work hard. We don't waste time.
- We look after property. We don't damage things.
- We respect and listen to our teacher and school staff
- The inclusion of a Covid Golden Rule: Wash hands, cough etiquette observed, Social Distancing where appropriate.

Senior End of School (2nd -6th)

May include the following but are adapted at class level and worded by the children.

- Put your best effort into your work
- Be fair and honest with classmates and teachers
- Play and work safely
- When achieving a reward such as yard monitor, demonstrate your positive behaviour qualities to others
- Respect people in our school community
- Respect property in our school community
- We take guidance and correction from our teacher and school staff
- We accept sanctions when given
- The inclusion of a Covid Golden Rule: Wash hands, cough etiquette observed, Social Distancing where appropriate.

Yard Time

- We always play safely – no rough play - the nature of play and interaction will be restricted due to the COVID-19 response plan put in place during the pandemic
- We never leave the yard without permission.
- When we are asked to line up we will do so without hesitation and safely. We do not skip or push others in line. At line up times, strict adherence to social distancing measures must be observed by all pupils.
- We will take direction from the teacher on yard
- The inclusion of a Covid Yard Rule: Wash hands, cough into our elbows etc. Deliberate coughs and sneezes into a child or adult's personal space will not be acceptable behaviour.

Behaviour Modification through the Restorative Process

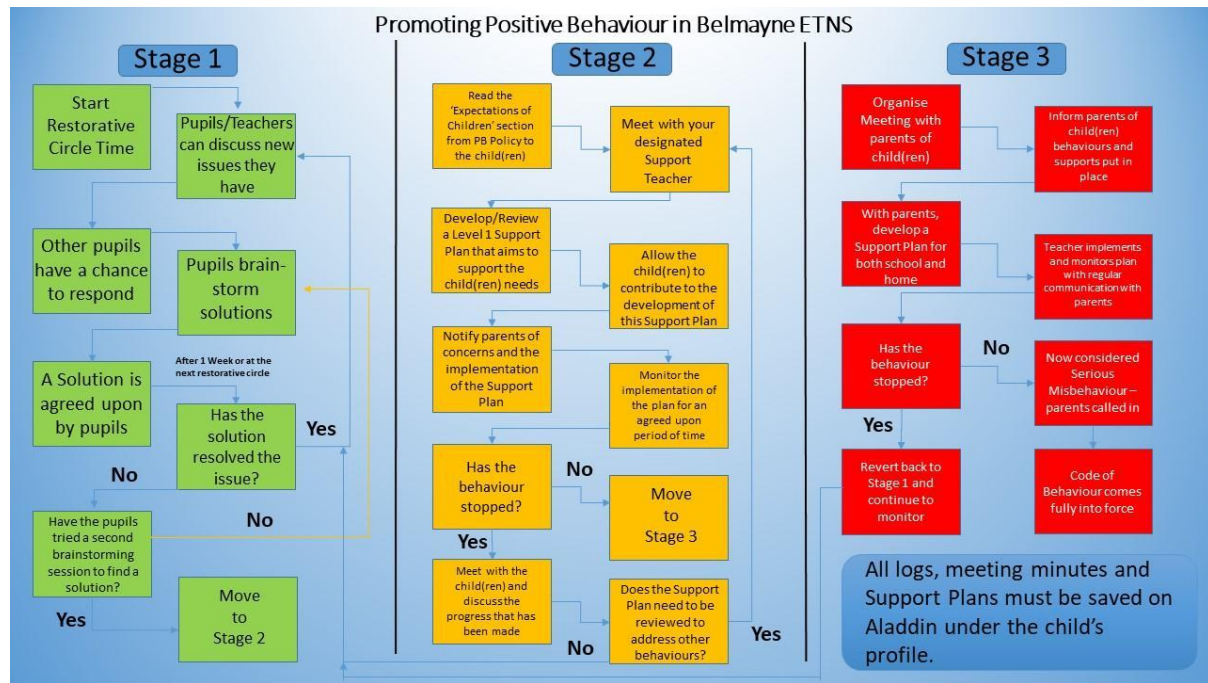
Reward systems

All children deserve encouragement to attain their best. In Belmayne ETNS we wish every child to achieve success at their own particular level and with their own particular talents whether academic or social. Rewards should be given for effort and not only for achievement. An approach which utilizes both encouragement and praise will be developed and implemented by all class teachers.

Children are encouraged and praised by school staff. Parents/guardians will hear good news on a regular basis about their child via the incentive systems. These include the following strategies: pupil of the week, sharing work with an audience, email home, displaying work, website, class blogs, verbal comments to parents/guardians, inviting parents/guardians to see work (these

incentive schemes will be limited in the school year 20/21 due to the Covid 19 Pandemic) stickers awarded by adults for behaviour and work, certificates, etc.

In terms of consistent misbehaviour, the following procedure (Appendix 1) will be followed by all teachers and closely mirrors the school’s Anti-Bullying procedures. Further Information can be found in Appendix 4.



When the ‘Promoting Positive Behaviour Procedure’ has been exhausted

The school and classroom practices that support good learning behaviour are valid for all students, including those with identified additional needs. Children with identified additional needs are and will be differentiated for throughout their time in school. However, for the safety of all children and staff and taking into account that our school is a mainstream school, the schools Positive Behaviour Policy will be followed.

There may be occasions throughout the school year when teachers and / or school management deem it necessary to apply sanctions to mark the seriousness of certain behaviours.

The Purpose of Sanctions

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

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

A sanction may also:

- reinforce the boundaries set out in the code of behaviour

- | |
|--|
| <ul style="list-style-type: none">● signal to other students and to staff that their wellbeing is being protected. |
| In instances of more serious breaches of school standards, sanctions may be needed to: |
| <ul style="list-style-type: none">● prevent serious disruption of teaching and learning● keep the student, or other students or adults, safe. |

The Sanctions Available to School Management & Teachers

Withdrawal of Privileges

Pupils are given certain privileges such as being messengers, green school monitors, setting up the regulation stations room, collecting photocopying, participation in student council, attending student council events etc. A high level of trust is needed for a pupil to partake in these activities

Time Out

A child may be removed from the normal yard time to allow time for reflection on certain behaviours. Teachers are not permitted to send children to other classes during teaching and learning time. Teachers are also not permitted to exclude a child from any class lessons or educational activities.

In the event that a teacher deems it necessary to remove a child from their normal lunchtime/yard environment, the following will take place:

1. The teacher will explain to the child what is going to happen, why and what they expect of the child during the course of the break. The child may be asked to complete additional work or spend time helping children in the younger classes (if the child is in 3rd to 6th).
2. The teacher will accompany the child to their assigned junior classroom or to a designated location on the corridors, where they can be safely monitored by the staff member who is on supervision at the time.
3. The child will spend the entirety of the break (outside yard time) with their assigned junior class or at the designated time out location. Due to COVID-19 restrictions, children will not move between classes so children will go to designated time out locations only.
4. The child will return to his/her classroom at the end of their class' yard time.
5. If the sanction of time out is given after the Restorative Process has been exhausted, parents will be aware of this.
6. If an incident occurs that is deemed serious enough to bypass the restorative process then parents will be notified by the class teacher. Serious or gross misbehaviour may warrant immediate removal from normal yard and/or class eating time. In the event of being removed from the entire class break, pupils will eat their lunch at the designated time out location.

Time Out While on Yard

In the event of serious or gross misbehaviour on yard, the supervising teacher(s) may decide to place the child on a period of time out. If this occurs, the child will be asked to sit on one of the benches found around the yard. The supervising teacher(s) will notify the class teacher who will decide how to proceed next.

Suspension

Examples of grounds for suspension:

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

Authority to Suspend

Sanctions relating to serious misbehaviour are determined by the Principal initially and then by the BOM. As each case and child differs, it is at the discretion of the Principal to determine an appropriate sanction based on the misbehaviours. Factors to consider before suspending a pupil can be found in Appendix 2.

Only in cases of repeated serious misbehaviour and failure to improve after meeting(s) between parents/guardians, teacher and principal will temporary suspension be considered. Suspension will be in accordance with the terms of Rule 130(5) of the Rules for National Schools.

“Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or a serious breach of discipline, by authorising the Chairperson or Principal to exclude pupils from school, the maximum 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 pupils’ parents. In exceptional circumstances, the Board may authorise a further period of exclusion in order to enable the matter to be reviewed.”

Procedures in Respect of Suspension

Belmayne ETNS is required by law to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.

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 will 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 will be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a pupil. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Section 29 Appeals

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the pupil should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

Implementing the Suspension

Written notification

The Principal should notify the parents and the student 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 student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29).

Engaging with student and parents

Where a decision to suspend has been made, the Principal or another staff member delegated by the Principal will meet with the parents to emphasise their responsibility in helping the pupil to behave well when the student returns to school and to offer help and guidance in this. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

After the Suspension Ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the student

The school will have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. The school's HSCL is available to support this.

Clean slate

When any sanction, including suspension, is completed, a pupil 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 will expect the same behaviour of this student as of all other students.

Expulsion

Examples of grounds for expulsion:

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

Authority to Expel

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

Expulsion will only be considered when the Board of Management have tried a series of other interventions and believes all possibilities for changing the student's behaviour have been exhausted.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence (for instance, a serious threat of violence against another student or member of staff, actual violence or physical assault, supplying illegal drugs to other students).

Procedure in Respect to Expulsion

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendation, and the holding of a hearing
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.
- The decision to expel will take effect 20 days after the National Education Welfare Board has received notification in writing
- Where the school has expelled a pupil and all appeals processes both internal and external have been exhausted, the student's expulsion will be reported on the student absence report form.

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 pupil.

Categorise of Misbehaviours

Minor Misbehaviours

Everyday instances of a minor nature are dealt with by the class teacher/staff through the restorative process. Examples of minor misbehaviours are behaviours that interfere with the teaching and learning of all such as talking out, ignoring direction, not completing work etc.

Serious misbehaviour

- Any form of Bullying
- Racism
- Verbal /physical abuse of adults or children
- Theft
- Continuous misbehaviour that interferes with teaching and learning for all
- Damage to property
- Any behaviour which poses risk of injury to the pupil or others
- Any sexualised or inappropriate language or behaviour
- Health and Safety Issues
- Due to concerns around transmission of COVID-19, deliberate spitting/coughing/sneezing on another pupil/staff member or taunts/teasing in relation to COVID-19 will be treated as serious misbehaviour and could lead to being sanctioned.

Gross misbehaviour

- Assault on a teacher or pupil or any staff member or visitor to the school
- Serious theft
- Serious damage to property
- Health and Safety Issues

Repeated serious and gross misbehaviour

Where there is a need for a child to be assessed in relation to specific behavioural problems, the school should endeavour to raise concerns with parents/guardians and to give families as much support if possible. Referrals will be made by the Principal with the support of the parent/guardian. The Home School Liaison Teacher is available as a support for parents.

Persistent serious or gross misbehaviour

The following steps will be taken when serious or gross misbehaviour is persistent and the restorative process outlined above has been exhausted. These steps are in accordance with the Department of Education & Science guidelines and Rule 130 of the Rules for national Schools:

- Communication by Principal with parents/guardians – verbal or in writing (dependent on circumstances if immediate sanction is applied) regarding the misbehaviour and the sanctions applied.
- Meeting between Principal and parents/guardians to follow
- Chairperson of Board of Management is informed
- Parents/guardians will be requested in writing/email to attend school to meet the Chairperson and/or the Principal. During the period of COVID-19, this meeting may take the form of a video conference.
- If parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a temporary period
- In the case of gross misbehaviour the Board authorises the Chairperson or Principal to sanction an immediate suspension.
- The Board of Management can authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupils or pupils parents/guardians
- In exceptional circumstances, the Board of Management will authorise a further period of exclusion in order to enable the matter to be reviewed

- Every effort will be made to have a child with emotional difficulties referred for psychological assessment without delay. Help will be sought from support services within the wider community, e.g. Community Care Services. The Home School Liaison Teacher is available to parents at this stage for support.

Methods of Communicating with Parents/Guardians

Communicating with parents/guardians is central to maintaining a positive approach to working with and supporting children. Parents/guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and will be reviewed regularly.

Parents/guardians should be 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 following methods are to be used at all levels within the school:

- Informal parent/teacher meetings- in the school year 2020 /21 meetings will be via video conference call due to COVID-19 Pandemic
- Formal parent/teacher meetings-in the school year 2020 /21 meetings will be via video conference call due to COVID-19 Pandemic
- Through Aladdin – noticeboards, texts and emails
- Letters/notes/emails from school to home and from home to school
- Website and blogs
- Emails from staff
- Social events and activities
- Home School Community Liaison

Bringing a Concern Regarding Behaviour to the School

Any parent/guardian who has concerns about a behavioural matter should bring this concern to the attention of the class teacher by email or by seeking a meeting.

Parents should not discuss any such matters in front of their child or discuss the teacher negatively as this is not conducive to achieving success for the child.

Parents should always go to the teacher in the first instance. The Principal is only involved if matters are not resolved.

Parents are the most positive and influential role models in their child's life.

We encourage children to celebrate difference and to try and see the positive qualities in others. This is also supportive of positive mental health. It is challenging if parents speak badly of other children/families as it goes against our ethos and what we teach the children. All students at

primary level are children and will make mistakes. None of us are aware what each family is experiencing and should be mindful of this.

Notifying the School about Reasons for Absence

Parents are asked to download the Aladdin Connect app and register using the unique access codes provided by the school to all parents. When registered, parents can notify the school about reasons for absences. Special notification procedures have been set up by the Health and Safety officer to address absences due to COVID-19 related illness.

Review

This policy and its implementation will be reviewed by the Board of Management on a regular basis. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent Council.

Signed: Carol Norton **Date:** 17th August 2020

(Chairperson, Board of Management)

Signed: Sinead O'Meara **Date:** 17th August 2020

(Principal)

Date of Next Review: January 2023