



CODE OF BEHAVIOUR

School Address: Knocknabohilly, Kinsale, Co Cork, P17 AF10

School Patron: The Bishop of Cork, Cloyne and Ross

Registered Charity Number: 20112844

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Roll number: 14726C

www.stmultosens.ie

Principal: Ms Jill Horan

Chairperson: Reverend Eugene Griffin

Date Ratified by the Board of Management: 08/02/2012

Date reviewed and updated: 21st October 2020

Date reviewed and updated: 19th October 2021

Date reviewed and updated: 12th September 2022

Date reviewed and updated: 18th September 2023

Reviewed: 24th September 2025

Introductory Statement

This policy was formulated by the staff of St. Multose National School, using Developing a Code of Behaviour: Guidelines for School (NEWB), in consultation with parents and sanctioned by the Board of Management.

Rationale and Mission Statement

- St. Multose is a school where the traditions and teachings of the Church of Ireland inform the position taken regarding moral issues. Self-esteem has a direct effect on the quality and effectiveness of one's life. For pupils, self-esteem affects not only how well they learn, but also how they behave and relate.
- The teachers and other staff at St Multose School, recognise and value their core obligation for enhancing each child's value of self-worth and self-esteem.
- St. Multose is a community where all pupils are equally valued and respected – irrespective of ethnic and cultural background, sexual orientation, social background, family circumstances, educational achievement, physical characteristics or intellectual functioning. Pupils experience a sense of caring and belonging, they are treated fairly and their spiritual, moral and religious development is encouraged, as is their intellectual, social and academic development.

Establishing a caring relationship with each child and promoting a positive environment is central to our Ethos Statement. Our behaviour management programme is proactive and preventative in approach.

- Other school policies which relate to the Code of Behaviour are: Bí Cineálta Policy, Acceptable IT Usage, School Tours, Child Protection, School Attendance, Homework, Prevention of Workplace Bullying for Staff, Sexual Harassment of Staff.

Relationship to Characteristic Spirit of the School

- Pupils should be present at 8:50 a.m. when school opens.
- Pupils are expected to dress appropriately, wearing their school uniform.
- Pupils must be respectful and courteous at all times towards members of staff, visitors and extra-curricular teachers. Pupils must obey the instructions of the teachers, instructors and supervisors at all times.
- Pupils must respect school property, ensuring the maintenance of a litter-free and clean environment. Parents /legal guardians must pay for damage to same.
- Pupils are encouraged to follow teacher instruction, to work diligently in class and to complete all homework assignments.

- Pupils are to remain on the school grounds during the school-day, and when participating in after-school activities e.g. After School Club, Hockey etc. School finishes at 1.30 p.m. for infant classes and at 2.30 p.m. for all other classes. Children should be collected promptly.
- Pupils are expected to adhere to school rules at all times.

Aims

The St. Multose Code of Behaviour aims to achieve:

- a) The efficient operation of the school and the structuring of in-class discipline.
- b) A caring, inclusive, happy school for pupils, parents and staff.
- c) Promoting respect for the school environment, and thereby furnishing an efficient and stimulating environment
- d) The development of self-discipline in each pupil, based on consideration, tolerance and respect for others.
- e) An environment where reporting incidents of bad behaviour and bullying is encouraged and commended.

Promoting Good Behaviour

The day-to-day excellence of school management and classroom teaching will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff will promote good behaviour by:

- Helping the child to act responsibly
- Developing pro-social behaviour
- Providing a warm nurturing environment
- Providing an effective curriculum
- Developing effective listening skills, perspective taking and social skills
- Promoting self-esteem and positive communication
- Modelling respect, fairness, and compassion
- Maximising positive pupil involvement in class and school affairs
- Encouraging active parental involvement in the child's school life, leading to greater academic, social and personal success
- Encouraging good citizenship so pupils behave responsibly in the community outside school, as well as within.
- Giving 'green squares' on their achievement record and rewarding 20 green squares in a row if using this system or other reward system at the discretion of the teacher.
- Types of rewards may include; homework pass, small toys prize, Golden Time, positive notes home, extra responsibilities, treats such as cushions whole class treats movie day etc.

School Rules

Each classroom devises a set of expectations/rules at the beginning of the school year, with which everyone agrees to adhere. These rules will be age-appropriate. In addition, there are School Rules, which all children are expected to follow. These rules will cover common areas of the school, as well as expectations for field trips. Support teachers and SNAs will help children with special educational needs understand and co-operate with school/classroom rules.

Behaviours Expected

1. Regular attendance at school (see Appendix 1)
2. Punctuality.
3. Trying one's best at school.
4. Completing homework satisfactorily and on time.
5. Co-operating with staff and pupils.
6. Having respect for the other children and their learning.
7. Having respect for other people's property.
8. Playing safely and inclusively in the school yard.
9. Speaking kindly to others.
10. Being helpful with other people's learning and special needs.
11. Alerting staff to incidents which they observe or experience, including cyber-bullying which they may encounter outside of school.

Positive Strategies to enforce School Code

The following forms of praise are encouraged:

- Quiet word or gesture to show approval
- A comment in child's assignment books
- A visit to another member of staff or to the principal for commendation
- A word of praise in front of a group or class
- A mention to parent/guardian, written or verbal communication.
- Reward system – Achievement Record (see appendix A)
- Student of the Week presented in weekly assembly
- A treat: i.e. extra computer time/play time, stickers, a night off homework etc.

Principles for Good Behaviour

If the school is to achieve its desired felicitous and secure environment, in which children are enabled to develop to their full potential, it is necessary to provide a framework, which promotes constructive behaviour. The school code places a greater emphasis on rewards rather than on sanctions. The ideal is that the pupil will acquire the skills of self-discipline.

Behaviour not accepted by the school

- Repeated talking

- Movement around the classroom
- Refusal to follow instructions
- Taking of other children'/school property without consent
- Use of inappropriate language
- Consistent late arrival at school (after 8.50am)
- Lack of respect for self, peers or authority
- Rudeness
- Bullying of any kind, including cyber-bullying outside school day. (see Anti-bullying policy)
- Damage to property including graffiti on desks and chairs
- Homework not handed up on time
- Homework not done or not done properly

The causes of troubling or disruptive behaviour are multiple, complex and interrelated. Greater understanding generates a move from a punitive response to one determining what the child's behaviour is communicating. The focus on the child's needs and uniqueness helps us as teachers to facilitate positive relationships between teacher and child. Positive intervention strategies, reflected within our positive school ethos, are realised through our constructive school environment. [Where troubling behaviour is the result of emotional disturbance within the child, external assistance and expertise may be required.]

A Problem-solving Approach

It is our school's policy to gather as much information as possible. This will involve chatting with the child, other children, other members of staff and parents/legal guardians. This will help us to understand the context and the factors that may be causing the inappropriate behaviour. In the case of specific repeated bad behaviour, class teachers will observe and record the triggers for the behaviour. Staff will focus on the behaviour, not the child, as the problem. It is school policy to address challenging behaviour quickly and effectively.

Sanctions Applied on Breaking of Code

Action taken varies according to the seriousness of misdemeanour, age of child and frequency of offences.

Students with Special Educational Needs

Sanctions may be needed to help a pupil with special educational needs to learn about appropriate behaviour and skills, as in the case of any pupil. However, teachers should take particular care that they help the pupil with special needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all pupils, including those with identified special educational needs, however, alternative degrees of sanctions may be applied for children with SEN.

Levels of Intervention

Mild Misbehaviour

Most pupils behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional, mild misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher.

Examples of this behaviour-type may include:

- Talking out of turn
- Off Task
- No Homework
- Delay in following directions
- Dress Code Violation
- Non-compliance
- Gossiping

Interventions might include:

Refer to class agreement and ask a child remind us which rule is this.

After two warnings teacher may move up to moderate intervention level.

A yellow square may be given on the child's achievement record, if using the squares system.

Yellow squares must be signed by parents/guardians.

Moderate Misbehaviour

Some pupils need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally.

Additional inputs or interventions might include:

- referral to another teacher or adult who can work with the pupil
- involving support from the Special Educational Team (pastoral care)
- setting targets to improve behaviour and monitoring them with the student in a supportive way
- behaviour contracts

Examples of this behaviour-type may include:

- Disrespect
- Defiance
- Verbal Aggression
- Mild Physical Aggression
- Inappropriate Comments
- Class Disruption
- Repeat Offences

Interventions might include:

- A red square may be given on the child's achievement record. Red squares must be signed by parents/guardians.
- Time spent on the 'Time Out Wall'

<p>Serious/Gross Misbehaviour</p>	<p>A small minority of pupils may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. The Principal and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, CDNT, Child and Adolescent Mental Health Services.</p> <p><u>Examples of this behaviour may include:</u></p> <ul style="list-style-type: none"> ○ Strong and Repetitive Defiance ○ Physical Aggression ○ Harassment ○ Severe Verbal Aggression ○ Severe and Repetitive Class Disruptions ○ Cyberbullying ○ Intentionally spitting, coughing, sneezing or otherwise spreading germs into another person's space. <p>Interventions might include:</p> <ul style="list-style-type: none"> ● Sent to the principal ● Removal of privilege / trips or tours ● Meeting with parents ● Suspension ● Expulsion
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Should there be a resurgence of Covid-19 or another pandemic, the following rules will apply in addition to and not excluding any of the above:

Covid- 19 Rules (only

1. Children must remain seated in their pods until dismissed by their teacher.
2. Children may only share school-based resources.
3. Children are not permitted to share personal items such as rubbers, pencils, sharpeners, rulers, colours, copy books, paper and all other personal belongings.
4. Pupils' coats and jumpers must be kept on their person or on their chair.
5. Children must sanitise their hands on entrance and exit to their classrooms, before and after eating and before and after using the toilet.
6. Children must wash their hands after sneezing or coughing, blowing their nose and after using the toilet. They also need to wash their hands when visibly dirty.
7. Children are not permitted to physically interact with other pods when in the classroom.
8. Children are not permitted to physically interact with other bubbles when in the playground.
9. Children must keep their bodies to themselves and not to deliberately touch other people.
10. Children must follow the designated paths to their classroom emergency exit door.
11. Children must follow the designated path to the toilet.

12. In the mornings, after break times and at home time, children must line up on their designated coloured line in their pods.
13. Children must observe sneeze and cough etiquette.
14. Under no circumstances will spitting be tolerated.
15. Intentionally spitting, coughing, sneezing or otherwise spreading germs into another person's space will not be tolerated.

Due to the seriousness of rule 14 and 15, immediate suspension will follow.

If a child deliberately breaks any of these rules, they will immediately be given a red square.

Stages when correcting a misbehaving child:

1. Initial actions may include one or more of the following:

Mild behaviour

- Reasoning with the child
- Reprimanding the child, and advising him/her on how to improve

Moderate level of behaviour

- A yellow square may be given on the child's achievement record.
- A red square may be given on the child's achievement record.
- The child may spend time at the 'Time-out wall'
- Referral to the principal

The following actions may also be applied:

- Prescribing extra work relating to misdeed during Golden Time or extra free time
- Temporary separation from peers, friends or others

Repeated moderate behaviour or more serious behaviour

- Loss of privileges
- Speaking to parents/legal guardians

2. Consistent repetition of misdemeanours is recorded by the class teacher. One-off incidents of bullying will also be recorded. (see Anti-bullying policy)
3. Referral to Principal who may contact parents/legal guardians. Parents/legal guardians (and possibly, the child, if appropriate) will be asked to meet with the Principal (and possibly the class teacher or another member of staff).
4. In the event of serious misbehaviour, where the Principal's preliminary assessment of the facts suggests suspension could be warranted, the Principal will inform the parents/legal guardians verbally and in writing, to make them aware of the seriousness with which the school views the alleged misbehaviour. Parents/legal guardians and the child will be given an opportunity to respond. A meeting with both parents, where possible, will be held to discuss the situation.

5. Should parents/ legal guardians fail to attend, they will be contacted, in writing advising them of the gravity of the matter and the importance of attending a rescheduled meeting. They will be informed that the Board of Management will be obliged to make a decision on the alleged behaviour should they not attend.
6. Where the safety of staff, other pupils and the pupil themselves is in question, the Principal may consider the immediate suspension. An emergency investigation will be conducted, and a formal investigation will be instigated following the suspension.
7. Where a suspension has been deemed necessary, it will be for no longer than 3 school days (except in exceptional circumstances, where further time is required to achieve a particular objective).
8. The matter will be referred to the Board of Management for consideration and approval. The decision to suspend will be conveyed to the parents/legal guardians in writing (see below).
9. No period of suspension will exceed 10 school days.

Formal Notification

Where a suspension has been deemed necessary, the Principal will notify the parents and the pupil in writing of the decision to suspend. The letter will 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 pupil 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).

Appeals Procedure

Local Review: Appeals Procedures in accordance with the Education Act 1998

Decisions which may be appealed:

1. Permanent exclusion from the school
2. Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any school year
3. Refusal to enrol (see Admissions Policy)

The decision would be conveyed in writing to parent(s)/legal guardian(s)

- Parent(s)/legal guardian(s) would be advised that they may request the BOM to review the decision and that additional information may be submitted if a request for a review is made. Any such request would be advised to the Board, and the Patron advised (if a decision is likely to create media interest/controversy)
- If parent(s)/legal guardian(s) request the right to present their position/information to the Board, this would be considered as reasonable.
- If the Board decides to uphold the decision, the parent(s)/legal guardian(s) would be advised of the reasons why, and would also be informed that there is a right of appeal to the Secretary General of the Department of Education and Skills (Section 29)
- Appeals to the Secretary General must be made within 42 calendar days from the date when the decision of the school's appeal was notified to the parent(s)/legal guardian(s). The Board would advise parent(s)/legal guardian(s) of this right of appeal and associated timeframe.

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 and Skills directs that it be removed following an appeal under section 29 of the Education Act 1998.

Re-integrating the pupil

A suspended pupil may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problematic behaviour. Support may be offered by the Special Educational Team in consultation with the parents.

Clean slate

When any sanction, including suspension, is completed, a pupil should 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 pupil as of all other pupils.

Expulsion

The Board of Management of St. Multose N.S. has the authority to expel a pupil. Expulsion of a pupil is a very serious step and would only be taken in extreme cases of unacceptable behaviour. Every effort will be taken to avoid this step. This would involve:

- Meeting with parents/legal guardians and the pupil to try to find ways of helping the pupil to change the behaviour.
- Making sure that the pupil understands the possible consequences of their behaviour, if it should persist.
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies (e.g. National Educational Psychological Services, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council of Special Education)

A proposal to expel a pupil requires serious grounds such as:

- 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 damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.

The following behaviours may result in automatic expulsion, even if it's a first offence:

- A serious threat of violence against another pupil or a member of staff
- Actual violence of physical assault
- Supplying illegal drugs to other pupils in the school
- Sexual assault
- Cyber-bullying (even if it is done outside of school hours)
- Homophobic, racist or any form of bullying which deliberately targets those with disabilities or special educational needs
- Bring a weapon to school

Procedures in respect of expulsion. (as prescribed under the Education (Welfare) Act 2000)

1. A detailed investigation carried out under the direction of the Principal
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principals; recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

Further details regarding procedures for suspension and expulsion are available in the NEWB Developing a Code of Behaviour: Guidelines for Schools.

Success Criteria

The policies will be deemed to be successful if the behaviour of all children improves and they learn respect for themselves, their classmates, other children within the school, staff and parents.

Roles & Responsibilities

All members of staff have a role in promoting positive behaviour through Social Personal Health Education (S.P.H.E.) lessons and Religious Education (R.E.) lessons. All pupils have a role in devising and adhering to classroom rules. The Board of Management has a role in supporting the work of the staff, of reviewing the policy and in dealing with suspensions and/or expulsions should the need arise.

Timeframe for Implementation

Immediate

Timeframe for Review

The policy was ratified in February 2012 and amended in line within the NEWB Developing a Code of Behaviour: Guidelines for Schools. The policy will be reviewed annually. Feedback from parents throughout the year will be kept and used during the review.

Responsibility for Review

All members of staff, the Board of Management and parents/legal guardians are responsible for the review. The principal will collate findings and amend the policies.

Ratification and Communication

This policy has been ratified by the Board of Management and distributed to all parents. The policy is posted on our school website and updated as required. Parents are directed to the policy section of the website to read all pertinent policies.

My Achievement Record



Name: _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	61	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182								

- 10 green squares in a row - one written homework pass/a treat agreed with by the teacher.
- Yellow square - uncountable. Red square - start counting again.

Attendance

When a child is absent from school, parents/legal guardians must record the absence reason on Aladdin, in accordance with Section 23 of the Education Welfare Act 2000.

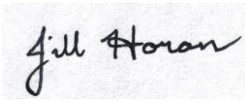
- As the school must categorise absences when filing reports with TUSLA, the drop-down menu on Aladdin should be utilised by parents and clearly indicate the reason:
 - A. Illness
 - B. Urgent family reasons
 - C. Expelled
 - D. Suspended
 - E. Other (e.g. religious observance, death of a pupil, emigration, holidays)
 - F. Unexplained
 - G. Transfer to another school

- The child must attend school for at least 2½ hours to be marked present in the Roll Book for that day.
- The parents/legal guardians are asked to make doctors' & dentists' appointments etc. outside school hours.
- Parents/legal guardians are required to contact the school on the morning of their child's illness, as it is vital that the school knows where the child is at all times to protect the child against abduction or truancy.
- Should the school contact parents/legal guardians to collect the child due to illness, they will be required to sign out their child.
- A letter is requested, informing the class teacher in advance of the child being absent from school for a planned family event e.g. wedding etc.
- St. Multose School is required to submit attendance reports to the TUSLA under Section 21 of the Education Welfare Act. 2000, all schools are obliged to submit information about individual pupil absences throughout the year on designated dates.
- The school's BOM does not condone absences due to family holidays.

Signed: _____

Date: _____

Chairperson, Board of Management

Signed: 

Date: _____

Principal/ Secretary, Board of Management