Scoil Chiaráin

18717V

Code of Behaviour Policy

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Chiaráin has prepared and made available a Code of Behaviour for its pupils, staff and parents*.

** The Guidelines adopt the legal definition of parent as set down in the Education Act 1998: Parent includes a foster parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997, or other person acting in loco parentis who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1998, or where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter. Education Act 1998*

POLICY FORMULATION

In formulating this policy, the Board of Management completed the following steps;

i. Parents, staff and Board of Management were informed that an initial draft of the policy was available, and they were invited to give feedback on the content of the policy within a specified timeframe
ii. Class teachers were requested to discuss the topic of rules, rewards and consequences with their classes and submit a list of pupil's suggestions to the principal.
iii. The initial draft of the policy was reviewed and where appropriate amended in-line with the feedback received.
iv. The finalised draft of the policy was submitted for the Patron's Approval and ratification by the Board of Management.

The Code of Behaviour details:

1. The aims and objectives of the code;
2. The whole school approach in promoting positive behaviour;
3. The standards of behaviour that shall be observed by each pupil attending the school;
4. The measures that shall be taken when a pupil fails or refuses to observe those standards;

5. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
6. The procedures to be followed in relation to a child's absence from school.
7. Records
8. Policy Ratification Details

The Code of Behaviour of Scoil Chiaráin has been developed in accordance with *'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board, 2008*.

In order to achieve and maintain a secure and healthy environment in which children can develop to their full potential intellectually, socially and emotionally we strive to provide a behavioural code which supports and promotes healthy relationships, healthy behaviours and which supports children's holistic growth through guiding them to find solutions to unhealthy and unwanted behaviours. Our aim is to ensure that children learn to contribute positively to their learning environment and learn to work towards solutions collaboratively where there may be disruptions or behavioural breaches which may affect the health of their learning environment. Our school code places emphasis on outcomes of behavioural breaches that reach accountability where children take steps to willingly address any harm done and heal/repair that harm rather than blameful responses to behavioural breaches.

Our vision is to create and support a safe, positive learning and social environment which is welcoming, inclusive, co-operative and child centred. Where children's voices are heard and where children are encouraged to be responsive and are supported to play a core role in contributing to restoring peace and healthy relationships by finding solutions where there may be behavioural breaches or problems.

AIMS & OBJECTIVES OF THE CODE

The aims and objectives of the code are:

- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self -discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and wellbeing of all members of the school community
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co -operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

WHOLE SCHOOL APPROACH

The Board of Management recognises their important role in supporting consistent values, policies, practices and relationships that uphold our code of behaviour. We strive to engage with and involve the whole school community and in this respect the BOM acknowledges the importance of the role of principal, teachers, ancillary staff, pupils and parents in the implementation and upholding of the Code of Behaviour.

In this vein, our school adopts a Restorative Approach to behavioural breaches and potential conflicts. Restorative Practice is a relationship-

based practice which focuses on supporting those who may have breached behavioural codes or who may find themselves in conflict with others to take specific steps towards accountability for any harm done and to create solutions to heal that harm.

STANDARDS OF BEHAVIOUR

Pupils

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of the school, of other children and for their own belongings
- attend school on a regular basis and to be punctual
- Do his/her best both in school and for homework.

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- Value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain – his/her teacher's permission to leave the classroom
- Respect – the teacher, other pupils and visitors to the classroom.

Playground (Outdoor Areas) Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the playground supervisor(s)

• remain – on school grounds at all times
• obtain – permission before re -entering the school building during break periods
• respect – the yard supervisor and fellow pupils
• avoid – swearing, fighting or name calling

Behaviour in other School Areas

Each pupil is expected to:
• walk – in the school corridors
• respect rules of good behaviour
• remain in their designated areas

Behaviour during School Outings/Activities

Each pupil is expected to:
• follow – his/her teacher's directions at all times
• remain – with the teacher/supervisors and group of pupils at all times
• behave – politely towards those they meet on such trips
• observe – the rules of general good behaviour

Staff

It is the principal's responsibility to ensure the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:
• Discuss the Code of Behaviour with their class in an age-appropriate manner at the beginning of the school year.

- Ensure rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Keep a written record of incidents of continued, serious or gross misconduct where appropriate.

This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.

- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report repeated instances of serious mis behaviour to the principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

To support a trusting and respectful school community, we ask parents to bring any concerns directly to the school, starting with the class teacher, so they can be addressed promptly and fairly. Open communication helps us work together for the wellbeing and learning of all children. We also kindly request that parents do not approach members of the Board of Management about day-to-day school matters, as the Board cannot deal with individual concerns. Working in partnership ensures the best outcomes for every child.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process. This is best practice to support your child, not a punishment.

PROMOTING POSITIVE BEHAVIOUR

As a general rule, the school will endeavour to create an environment where positive behaviour is reinforced through praise and acknowledgement. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is recognised and promoted. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

A reward scheme for promoting positive behaviour will be used. Such rewards may include;

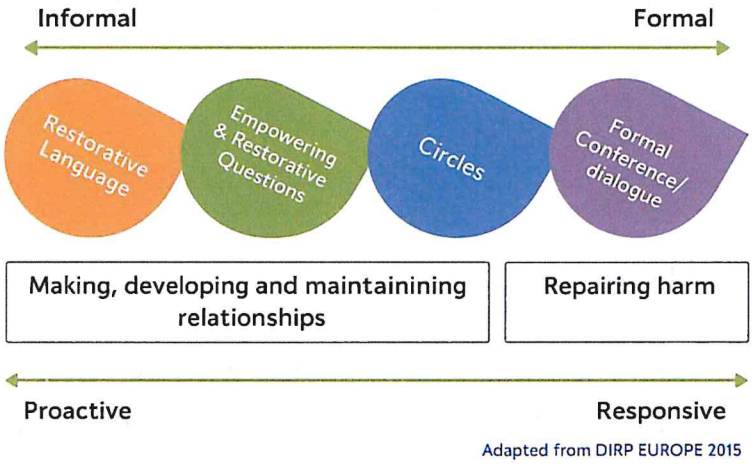
- Verbal recognition for good and improved behaviour throughout the school day.
- Reward systems that are age appropriate to each class, such as star charts, stickers, tokens for booklets or building up of good credits. This type of reward system will be used at the teacher's discretion.
- Special privileges such as extra PE/ computer time/golden time etc.
- Good work/ behaviour is acknowledged and praised within the child's own classroom, other classrooms or brought to the principal's /school's attention.
- School assemblies may be used to congratulate children's positive efforts and good behaviour.

RESTORATIVE PRACTICE

We are currently on the journey to becoming a Restorative School. (Please see Scoil Chiaráin Staff Restorative Practice Handbook). All staff have

undertaken training in informal Restorative Practice strategies and will be striving to respond to behavioural breaches and conflicts using the tools of Affective Statements and the Restorative Questions. All pupils will receive a simple induction into these practices so that they become accustomed to them and learn to use them themselves.

All Year One Practices are outlined in our Scoil Chiaráin Staff Restorative Practice Handbook which will be reviewed at the end of each school year until the full RP continuum has been engaged with by staff.



A core Restorative Practice Team has been formed, and this team has edited and circulated the Handbook to all staff for their use as they build and support the growth of the practices. All staff wear RP lanyards to encourage the use of the informal practices during the school day.

Year Two (January 2026) has seen the development of Restorative Circles in Scoil Chiaráin. The circle practice will be developed to support healthy relationships within the whole school community and will also be engaged with as an intervention where there have been clear breaches of the Code of Behaviour.

These approaches will be used in conjunction with, and to complement, the responses to behaviours of concern actions outlined in the next section.

INAPPROPRIATE BEHAVIOUR

To establish a common understanding and consistent response, the Code of Behaviour classifies misbehaviour into three categories based on the degree of disruption caused by the misconduct. The Code also specifies the actions and supportive interventions that will be employed.

Minor

Minor: Behaviours

Minor behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of behaviour that are included in Minor category. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers
- Running in the hallways
- Disturbing the work or play of others
- Disturbing the teaching and learning in the classroom
- Disrespectful language, tone, or manner
- Ignoring staff requests

Minor: Responses to Behaviours of Concern

Consequences for Minor behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students in the Minor category. Some (non-exhaustive) examples of Minor responses are:

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Affective Statements and Restorative Questions
- Restorative Circles
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Recording of incidents by teacher
- Parent contact
- Behaviour contract

Minor: Supportive Interventions

Listed below are some examples of Minor supportive actions:

- Classroom -based interventions, such as restorative circles or class meetings, with the option of informal consultation, (e.g. with parents or staff members)
- Discussion of behaviour with the child using affective statements and restorative questions
- Discussion of behaviour with the child and parents/guardians in attendance using affective statements and restorative questions
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Moderate

Moderate: Behaviours

Moderate behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. Listed below are some examples of the types of behaviour that are included in Moderate Category. Please note the list is not exhaustive.

- Repeated instances of Minor behaviours which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, sexual orientation, religion, physical condition, disability or ethnic origin
- Disrespectful language or behaviour towards an adult
- The posting of derogatory remarks on social media about another student or staff member. This may also be treated as a level 3 behaviour, as judged by the principal.
- The posting or sharing of distasteful or vulgar material on social media is against school policy.
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.)
- Students are not allowed to possess or consume illegal substances while attending school.

Moderate: Responses to Behaviours of Concern

The disciplining of students for Moderate behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The actions in the Moderate category are administered by the teacher involved and/or principal, and include the formal notification of parents, either through a meeting or written documentation. Some (non-exhaustive) examples of Moderate responses are:

- More Minor responses sanctioned by the teacher and/or principal
- In school supervised detention
- Report submitted to the Board of Management
- Meeting with parent(s) and the child using affective statements and restorative questions
- Restorative Circles – with agreement of all involved people
- Suspension from school of one to five days, depending on the severity of the behaviour
- Implementation of a behaviour management plan

<u>Moderate: Supportive Interventions</u>

Listed below are some examples of Moderate supportive actions:

- Team conference to include classroom teacher, other involved staff or principal.
- Restorative Circles – with agreement of all involved people
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s) consent).

Major

Major: Behaviours

MAjor behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in the Major category. Please note that the list is not exhaustive.

- Repeated **or** serious instances of Moderate behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, sexual orientation, religion, physical condition, handicap, or ethnic origin

Major: Responses to Behaviours of Concern

Behaviour in the Major may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Major responses:

- Suspension from school for one to five days:
    - This response will occur with the first incidence of Major behaviour or Moderate behaviour of significant severity. The

principal following due process and procedure, can issue a suspension.

- Suspension from school for five to ten days:
    - This response will occur with the repeated incidence of Major behaviour or a severe expression of this behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.
- Expulsion: Repeated incidents of Major behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

**** This content comes directly from the Guidelines and as such cannot be edited by individual school communities.**

<u>Suspension</u>

Definition of Suspension:

'Requiring the student to absent himself /herself from the school for a specified, limited period of school days'

Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Suspend:

The Board of Management of Scoil Chiaráin has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher.
An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional

circumstances and with the approval of the Chairperson of the Board, the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension:

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Scoil Chiaráin, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

• Physical assault/violence resulting in bodily harm to a pupil or member of staff
Or
• Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

• the duration 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 parent(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;
• the circumstances surrounding the suspension,

• Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Scoil Chiaráin acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;
i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Scoil Chiaráin will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s);
i. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Scoil Chiaráin acknowledges the fundamental importance of impartiality in the investigation and decision -making process. In this regard the following undertakings are given;
i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation

procedure, nor will such a person be involved in the decision-making process.
ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the Parent(s) and the pupil of the decision.
The letter will confirm:
• the duration 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 parent(s)
• The provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Youth under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Records and reports
Records of investigation and decision-making Report to the Board of Management Report to NEWB 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, 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)).

Review of use of suspension

The Board of Management should review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

i. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond.

b) The principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the principal (or nominee) will:
i. inform the parent(s) that the Board of Management is being asked to consider expulsion
ii. ensure that parent(s) 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

iii. provide the Board of Management with the same comprehensive records as are given to parent(s)

c) Consideration by the Board of Management of the principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing
i. as to the date, location and time of the hearing
ii. of their right to make a written and oral submission to the Board of Management
iii. that they may, if they so choose, be accompanied at the hearing.
The Board of Management undertakes that the timing of such written notification will ensure that parent(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;
i. the meeting will be properly conducted in accordance with Board procedures
ii. the principal (or BoM nominee) and parent(s) will present their case to the Board in each other's presence
iii. each party will be given the opportunity to directly question the evidence of the other party
iv. the parent(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

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

i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
iii. Will in writing notify the parent(s) of their decision and inform them that the Educational Welfare Officer is being contacted
iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) 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.

Parent(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Youth under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Scoil Chiaráin acknowledges the fundamental importance of impartiality in the investigation and decision-making

process. In this regard the following undertakings are given;
i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

PROCEDURES TO BE FOLLOWED IN RELATION TO A CHILD'S ABSENCE FROM SCHOOL

Parents are reminded that the school must have written notification excusing a pupil's absence and the reason for the absence, or that the absence is inputted by the parents/guardians on the Aladdin Parents Portal. It is good practice to make the school aware in advance of any known absence. Absence letters should be furnished to the school before the absence in circumstances where parents are aware that a pupil will not be in school on a particular day. The reason for absence must be recorded. Parents must inform the school of the specific reason a pupil is absent. This may include Illness, urgent family reason, religious observance, death of a relative, holidays etc. Where an absence letter is not received, the school must record the absence as 'Unexplained' when reporting to the 'TUSLA Educational Welfare (TESS) - Attendance.

RECORDS

A standardised record system will be used to track an individual pupil's behaviour, where appropriate. Such records will contain;

- Incidents of misbehaviour
- interventions used to improve behaviour, including contact with parent(s) or referral to other agencies
- Evidence of improved behaviour

• Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

POLICY RATIFICATION

The Board of Management officially ratified this policy on 23/4/2026. This policy will be reviewed annually during each school year. It was last reviewed and ratified by the Board of Management on 23/4/2026

Signed: Richard Lanigan. Date: 23/4/2026

Richard Lanigan
Chairperson of the Board of Management

Signed: Elaine McHale. Date: 23/4/2026

Elaine McHale
Principal