



S N Mhuire, Moynalvey A83KD81 Email: office@moynalveyns.ie Website: www.moynalveyns.ie

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Roll number: 18344I

Principal: Mícheál Brennan

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Code of Behaviour 2025 - 2028

Good behaviour is based on good relations between all school stakeholders: parent(s)/guardian(s)s, pupils and school staff. In *SN Mhuire (Moynalvey NS)*, we hope to foster this ideal in co-operation with our parent(s)/guardian(s). We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management (BoM) of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parent(s)/guardian(s) can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

This Code of Behaviour was drawn up in consultation with the stakeholders of the school. Staff were asked for their input on the Code of Behaviour during a Croke Park workshop in December 2024. Parent(s)/guardian(s) were sent a Google Forms survey via Aladdin in December 2024 asking for their input. Finally a random selection of pupils were invited to take part in a focus group in January 2025 where they were asked a series of open-ended questions in relation to the Code of Behaviour.

Aims of the code

The aims of the code are as follows:

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption

- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage '*Kind Hands, Kind Words, Kind Feet*'.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

School Rules

The follow represents the rules of the school, underpinning the aims of the Code of Behaviour:

1. We are safe in school.
2. We ensure others are safe in school.
3. We show respect for self and others
2. We show respect for our own property and the property of others
3. We show respect other pupils and their learning
4. We are kind and willing to help others
5. We follow instructions from staff immediately
6. We walk quietly in the school building
7. We show courtesy and good manners
8. We try to use respectful ways of resolving difficulties and conflict
9. We ask permission to leave the classroom/school.
10. We do our best in class
11. We take responsibility for your own work
12. We wear the appropriate uniform.
13. We use Information Communication Technology (ICT) appropriately.

These can be summed up as 6 Golden Rules:

1. Listen to learn; hands up for your turn!
2. Being kind is really neat: we always use kind words, hands and feet!
3. Telling the truth is what we do! Always be honest true and true!
4. In the line and in the school; quiet walking is the rule!
5. Care for equipment, keep things pristine. We leave our school nice and clean!
6. Down to work, without delay; always respect what the teacher has to say!

These 6 “Golden Rules” will be the main ones used in school. One rule will be discussed each week at assembly, with a focus on it for that week. Therefore each rule should be reinforced every half-term. Rules apply during school-time and during all school related activities.

Class Rules/Class Contract

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the “Golden Rules”. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. Where possible they emphasise positive behaviour (e.g. ‘Walk’ and not, ‘Don’t run’). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage. Older classes should complete an SPHE lesson where there is a class contract. Pupils come up with the rules as a class and there is ownership over it by all pupils and the class teacher signing the rules.

Incentives

Part of the vision of SN Mhuire (Moynalvey NS) is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil’s copy or homework journal
- A “shout-out” at the weekly assembly
- Delegating some special responsibility or privilege
- A mention to parent(s)/guardian(s) through written or verbal communication

The school has number of incentives that encourage pupil to maintain good behaviour. These incentives are classified as **privileges**. A list of privileges include, but not limited to, are the following:

- Field trips
- Playing in sports matches
- Annual school tours
- Special guests

Within the classroom teachers should have their own reward schemes. The rewards of these schemes **should not involve food/treats/sweets**. Instead rewards should be positive and some suggestions include:

- A homework pass
- Letting the pupil sit in teacher's chair
- Raffle for prizes/lucky dip (non-food)
- Pick a song for the class playlist
- Additional time at the end of break
- Additional time on Chromebooks
- Golden-Time

Unacceptable Behaviour

Three levels of misbehaviour are recognised:

- Minor
- Serious
- Gross

All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. The supervising teacher will report back to the class teacher as the class teacher is responsible for recording the child's behaviour.

Serious and Gross misbehaviour are automatically referred to the principal. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of minor misbehaviour include:

- Interrupting classwork
- Running in the school building
- Littering around the school
- Being discourteous or unmannerly
- Not completing homework without a note
- Inappropriate behaviour or gestures
- Name calling
- Talking out of turn
- Not wearing appropriate uniform

Examples of serious misbehaviour include:

- Constant disruption to class
- Telling lies
- Blackmail
- Persistently not working to full potential
- Damaging others' property

- Breaking a Bullying Promise
- Answering back a teacher
- Continuously not completing homework
- Endangering self or fellow pupils in the class or the yard.
- Using unacceptable language
- Inappropriate internet use
- Deliberate, continual disobedience
- Spitting

Examples of gross misbehaviour include:

- Bringing weapons/dangerous substances to school
- Smoking/vaping
- Stealing
- Setting fire to school property
- Activating school fire alarm without cause
- Leaving the school premises without permission
- Mitching
- Breaking a second Bullying Promise
- Aggressive, threatening or violent behaviour to member of the school community
- Assault
- 3 Red Cards in a term

Bullying

Bullying is a behaviour that meets the following three criteria:

- Repeated i.e. it happens more than once.
- Deliberate i.e. it was intentional.
- Hurtful i.e. it harmed the victim.

Furthermore there are three categories of bullying:

- **PHYSICAL:** includes pushing, shoving, punching, kicking, poking, tripping, etc.
- **VERBAL:** name calling which hurts, insults or humiliates.
- **EMOTIONAL:** threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. "Cyber/text" bullying.

The processes of dealing with bullying is outlined in the schools Anti-Bullying policy as part of *Bí Cinéalta* guidelines. Therefore bullying will be dealt with slightly differently.

Nonetheless the school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner. Issues in relation to Bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

Sanctions

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

- helping pupils to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping pupils (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
- signal to other pupils and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the pupil, or other pupils or adults, safe.

Sanctions in SN Mhuire (Moynalvey NS) follow the “steps” concept. The following steps will be taken when a child behaves inappropriately. Teachers use the method of the “steps.” If a child transgresses through a minor misbehaviour, he/she moves up the step with the consequence of each step being more significant and involving more stakeholders. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this. The steps are as follows:

1. **Verbal Warning:** the child is reminded about their behaviour by the teacher and the consequences of continuing this behaviour. Class teachers should note a verbal warning, even if it’s from another teacher as they are ultimately in charge of recording.
2. **Verbal Reprimand:** the child is told that their behaviour is not acceptable and that they have already received a warning about their behaviour. The class teacher reminds the pupil of the next consequence.
3. **Reflection Sheet:** the child receives a reflection sheet to be completed at home. The reflection sheet is included in the appendices of this policy. Parent(s)/guardian(s) are notified at this stage as the reflection sheet must be signed by a parent/guardian and returned to school the following day.
4. **Time Out:** the pupil is given a time out at break. The class teacher telephones the parent(s)/guardian(s) to let them know about this and outlines the steps so far. The principal also speaks with the pupil about their behaviour during the time out and notifies them of the consequences.
5. **Yellow Card:** the pupil is given a Yellow Card which can be found in the appendices of this policy and is on Aladdin. The Yellow Card issue sheet is sent home by the class teacher and must be signed by a parent/guardian and the class teacher. The pupil also misses a privilege. At this stage, the principal is notified about the Yellow Card and will once again speak with the pupil.

NOTE: Serious misbehaviour goes to an automatic Yellow Card.

6. **Orange Card:** the pupil is given an Orange Card which can be found in the appendices of this policy and is on Aladdin. The Orange Card issue sheet is sent home by the class teacher and must be signed by a parent/guardian, the class teacher and principal. Should the principal be in the role of class teacher, the deputy principal will countersign. At this stage a meeting is held between the class teacher and the child's parent(s)/guardian(s) regarding their behaviour. The pupil also misses another privilege.
7. **Red Card:** the pupil is given a Red Card which can be found in the appendices of this policy and is on Aladdin. The Red Card is sent home by the class teacher and must be signed by a parent/guardian, the class teacher, the principal and the chairperson of the BoM. Should the principal be in the role of class teacher, the deputy principal will countersign. At this stage a meeting is held between the class teacher, the child's parent(s)/guardian(s) and the principal regarding their behaviour. Should the principal be in the role of class teacher, the deputy principal will also be in attendance.
8. **Suspension:** the pupil is temporarily excluded from school, in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000, section 23. A suspension issue is signed by the principal.
NOTE: Gross misbehaviour goes to an automatic Suspension.
9. **Expulsion:** the pupil is permanently excluded from school, in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000. A notice of intention to expel a student, found in the appendices, must be signed by the BoM and sent to *Túsla Education Support Services* [TESS]. The grounds to appeal an expulsion are under Section 29 of the Education Act, 1998.

A "**clean slate**" occurs when the child returns to the initial step of the sanctions i.e. below Step 1. This gives each pupil the opportunity to start afresh and take the sanctions as an opportunity to learn and grow.

- Steps 1 and 2: the clean slate begins at the start of the following school day. However if the teacher feels that there is a repeated transgression, he/she can exercise their professional judgement to move onto Step 3.
- Steps 3 to 7: the clean slate begins a rolling fortnight from the date of the last sanction. So for example:
 - Child A is given a reflection sheet on January 17th. The clean slate would begin on January 31st.
 - Child B is given a reflection sheet on January 19th, a time out on January 23rd and a Yellow Card on January 27th. The clean slate would begin on February 10th.
- Step 8: a clean slate begins once the suspension has been served.

Record keeping is important in all cases of delivering sanctions. It allows for all stakeholders to be aware of what issues have occurred and when issues have occurred. It also provides a record for stakeholders to notice any patterns that may indicate a deeper issue with a pupil. Records are kept electronically via the Aladdin software.

Suspension

Before serious sanctions from Step 5 onwards are used, the normal channels of communication between school and parents will be utilised. Communication with parents will

be verbal or in writing, depending on the step. For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour.

The BoM may delegate to the Principal the right to suspend a student from school up to three days. Where this authority is delegated to the Principal, the delegation should be done formally and in writing. If a suspension is to last longer than three days, the matter should be referred to the BoM for consideration and approval.

Factors to consider before suspending a student include:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension

The procedure for issuing a suspension are as follows:

1. The parent(s)/guardian(s) are informed in writing.
2. The parent(s)/guardian(s) are given the opportunity to respond. The essential part of any fair procedure needs to be:
 - a. The right to be heard
 - b. The right to impartiality
3. The procedures in relation to suspension need to be followed. This includes the period for how long the suspension should last

If a student is suspended for a period of not less than 6 consecutive school days then the school is obliged to report this to *tess*. If a student is suspended for a shorter period(s) then it must be counted in the aggregate number of absences and if the student exceeds 20 days absence (including any suspensions) then this should be reported through the normal referral and reporting processes. A ceiling of ten days of any one period of suspension will be imposed by the BoM.

The implementation of the suspension follows the following procedure:

- A written notification is sent to the parent(s)/guardian(s) and the student regarding the decision to suspend. The letter should include:
 - The period of suspension, including the dates of beginning and ending.
 - The reason for 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 parent(s)/guardian(s)
- The provision for an appeal to the BoM
- The right to appeal to the Secretary General of the DoE (section 29 of *Education Act 1998*).

A suspension may be removed if:

- The BoM decides to remove the suspension
- The Secretary General of the DoE directs that it be removed

Following or during a period of suspension, the parent(s)/guardian(s) may apply to have the pupil reinstated to the school. The parent(s)/guardian(s) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class. A clean slate is issued to the student.

Expulsion

The BoM has the authority to expel a student and it is not delegated solely to the principal. Expulsion should be considered in extremely rare circumstances. The grounds for expulsion should in extreme cases of unacceptable behaviour. The school should take significant steps to address misbehaviour and avoid expulsion, including:

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

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

- 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.

Factors to consider before expelling a student include:

- The nature and seriousness of the behaviour

- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate response
- The possible impact of expulsion

The procedure for expelling a student are found under Sections 10.3 and 10.4 of the *Education (Welfare) Act 2000* and include:

1. A detailed investigation carried out under the direction of the Principal
2. A recommendation to the BoM by the Principal
3. Consideration by the BoM of the Principal's recommendation and the holding of a hearing.
4. BoM deliberations and actions following the hearing
5. Consultation arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel. This should include:
 - a. A written notification is sent to the parent(s)/guardian(s) and the student regarding the decision to expel. The letter should include:
 - i. The reason for expulsion.
 - ii. The provision for an appeal to the BoM
 - iii. The right to appeal to the Secretary General of the DoE (section 29 of *Education Act 1998*).

Further details of this information can be found in Chapters 10-12 of *Developing a Code of Behaviour: Guidelines for Schools* by the National Educational Welfare Board.

Children with Additional Educational Needs

All children are required to comply with the code of behaviour. However the school recognises that children with additional educational needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, special education teacher (SET) and/or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parent(s)/Guardian(s)

Communicating with parent(s)/guardian(s) is central to maintaining a positive approach to

dealing with children. Parent(s)/guardian(s) 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 parent(s)/guardian(s) have been established and are being reviewed regularly. Parent(s)/guardian(s) are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

The following methods of communication are to be used within the school:

- Telephone
- Letter
- Aladdin
- Annual Parent-Teacher meetings
- Weekly Wednesday Message
- Half-Term School Newsletter
- School Website

This policy was ratified by the Board of Management on 30/01/2025. It will be reviewed by the BoM on 30/01/2028.


Frank Martin (Chairperson of BoM)


Micheál Brennan (Principal)



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Appendices

SN Mhuire (Moynalvey NS) - Code of Behaviour

1. 6 Golden Rules
2. Classification of Misbehaviours
3. Code of Behaviour Sanctions Display
4. Reflection Sheet
5. Yellow Card Issue Sheet
6. Orange Card Issue Sheet
7. Red Card Issue Sheet
8. Abridged Code of Behaviour for Parent(s)/Guardian(s)

Golden Rule 1

We always listen to learn.
Hands up please and wait
your turn.

Golden Rule 3

Telling the truth is what we
do.
Always be honest, true and
true.

Golden Rule 5

Care for equipment, keep
things pristine.
We leave our school nice and
clean.

Golden Rule 2

Being kind is really neat.
We always use kind words,
hands and feet.

Be Kind.

Golden Rule 4

In the line and in the school.
Quiet walking is the rule.

Golden Rule 6

Down to work without delay.
Always respect what the
teacher has to say.

Classification of Misbehaviours*

Minor Misbehaviour	Serious Misbehaviour	Gross Misbehaviour
<ul style="list-style-type: none"> • Interrupting classwork • Running in the school building • Littering around the school • Being discourteous or unmannerly • Not completing homework without a note • Inappropriate behaviour or gestures • Name calling • Talking out of turn • Not wearing appropriate uniform 	<ul style="list-style-type: none"> • Constant disruption to class • Telling lies • Blackmail • Persistently not working to full potential • Damaging others' property • Breaking a Bullying Promise • Answering back a teacher • Continuously not completing homework • Endangering self or fellow pupils in the class or the yard. • Using unacceptable language • Inappropriate internet use • Deliberate, continual disobedience • Spitting 	<ul style="list-style-type: none"> • Bringing weapons/dangerous substances to school • Smoking/vaping • Stealing • Setting fire to school property • Activating school fire alarm without cause • Leaving the school premises without permission • Mithing • Breaking a second Bullying Promise • Aggressive, threatening or violent behaviour to member of the school community • Assault • 3 Red Cards in a term**
Start at Step 1 of the Code of Behaviour Steps, i.e. a verbal warning.	Start at Step 5 of the Code of Behaviour Steps, i.e. a yellow card.	Start at Step 8 of the Code of Behaviour Steps, i.e. a suspension.

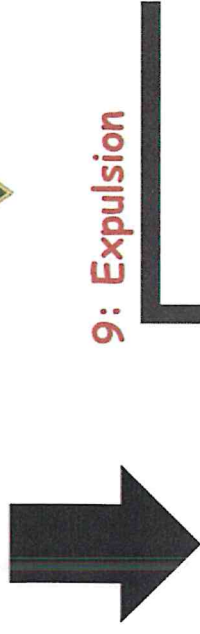
*List is non-exhaustive

** A term counts as Year Start to Christmas, January to Easter, Easter to Year End

Behaviour Steps



Gross misbehaviour



Chairperson informed at Step 7.

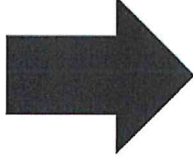


9: Expulsion

8: Suspension

Serious misbehaviour

7: Red Card



Principal informed at Step 4.



~~6: Orange Card~~

5: Yellow Card

~~X~~

4: Time Out

3: Reflection Sheet

Reflection Sheet

Sent home and signed by parents.

2: Verbal Reprimand

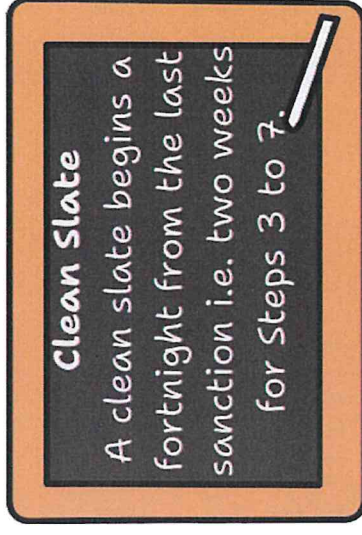
1: Verbal Warning

~~X~~

Stands for loss of privilege.

Red Card
Meeting with teacher, principal and parents.

Orange Card
Meeting with teacher and parents.





SN Mhuire (Moynalvey NS) Behaviour Reflection Sheet

Name: _____ Teacher: _____

Class: _____ Date: _____

What behaviour today that got me a reflection sheet?

How did this make me feel (why)?

How did this make my teacher feel (why)?

How did this make other students feel (why)?

How did this make my parent(s)/guardian(s) feel (why)?

What can I do to make sure this does not happen again?

Signed: _____ (Pupil)

_____ (Class Teacher)

_____ (Parent(s)/Guardian(s))

Clean Slate (fortnight from today's date): _____



SN Mhuire (Moynalvey NS) Yellow Card Issue Sheet

Name of Pupil: _____

Class Teacher: _____

Date of Yellow Card: _____

Code of Behaviour Steps (date and reasoning):

1. Verbal Warning: _____

2. Verbal Reprimand: _____

3. Reflection Sheet: _____

Did parents sign reflection sheet: Yes No

4. Time Out: _____

When did the time-out occur: _____

Did the student chat with the principal? Yes No

Has the class teacher telephoned the parent(s)/guardian(s)? Yes No

5. Yellow Card: _____

Serious Misbehaviour Code of Behaviour Steps

If the yellow card was automatically given due to serious misbehaviour,
please outline:

Has Principal been notified about yellow card? Yes No

Was yellow card issue sheet sent home? Yes No

What privilege will be missed: _____

6. Clean Slate begins (a rolling fortnight from today's date): _____

Signed: _____ (Class Teacher)

_____ (Parent/Guardian)



SN Mhuire (Moynalvey NS) Orange Card Issue Sheet

Name of Pupil: _____

Class Teacher: _____

Date of Orange Card: _____

Code of Behaviour Steps (date and reasoning):

1. Verbal Warning: _____

2. Verbal Reprimand: _____

3. Reflection Sheet: _____

Did parents sign reflection sheet: Yes No

4. Time Out: _____

When did the time-out occur: _____

Did the student chat with the principal? Yes No

Has the class teacher telephoned the parent(s)/guardian(s)? Yes No

5. Yellow Card: _____

Serious Misbehaviour Code of Behaviour Steps

If the yellow card was automatically given due to serious misbehaviour, please outline:

Has the principal been notified about yellow card? Yes No

Was yellow card issue sheet sent home and signed? Yes No

What privilege will be missed: _____

6. Orange Card: _____

Has Principal been notified about the orange card? Yes No

Was orange card issue sheet sent home? Yes No

When and where had meeting between teacher and parents been arranged?

What privilege will be missed: _____

7. Clean Slate begins (a rolling fortnight from today's date): _____

Signed: _____ (Class Teacher/Principal)

_____ (Principal/Deputy Principal)

_____ (Parent/Guardian)



SN Mhuire (Moynalvey NS) Red Card Issue Sheet

Name of Pupil: _____

Class Teacher: _____

Date of Red Card: _____

Code of Behaviour Steps (date and reasoning):

1. Verbal Warning: _____

2. Verbal Reprimand: _____

3. Reflection Sheet: _____

Did parents sign reflection sheet: Yes No

4. Time Out: _____

When did the time-out occur: _____

Did the student chat with the principal? Yes No

Has the class teacher telephoned the parent(s)/guardian(s)? Yes No

5. Yellow Card: _____

Serious Misbehaviour Code of Behaviour Steps

If the yellow card was automatically given due to serious misbehaviour, please outline:

Has Principal been notified about yellow card? Yes No

Was yellow card issue sheet sent home and signed by parents? Yes No

What privilege will be missed: _____

6. Orange Card: _____

Has Principal been notified about the orange card? Yes No

Was orange card issue sheet sent and signed by the parents? Yes No

When and where had meeting between teacher and parents been arranged?

What privilege will be missed: _____

7. Has Principal been notified about this red card? Yes No

Has red card issue sheet sent home to the parents? Yes No

When and where has meeting between teacher, principal and parents been arranged?

Has Chairperson been notified about this red card? Yes No

8. Clean Slate begins (a rolling fortnight from today's date): _____

Signed: _____ (Class Teacher)

_____ (Principal)

_____ (Chairperson of BoM)

_____ (Parent/Guardian)



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 Principal: Mícheál Brennan Deputy Principal: Anna Flynn

Abridged Code of Behaviour 2025-2028

Introduction

The Code of Behaviour (CoB) for SN Mhuire (Moynalvey NS) was drawn up in consultation with the stakeholders of the school: the staff, the pupils and the parent(s)/guardian(s). It was ratified by the Board of Management (BoM) on 20th January 2025 and will be reviewed around 20th January 2028.

Positive Behaviour

The practice of positive behaviour is instilled in Moynalvey NS through our 6 Golden Rules:

1. Listen to learn; hands up for your turn!
2. Being kind is really neat: we always use kind words, hands and feet!
3. Telling the truth is what we do! Always be honest true and true!
4. In the line and in the school; quiet walking is the rule!
5. Care for equipment, keep things pristine. We leave our school nice and clean!
6. Down to work, without delay, always respect what the teacher has to say!

The aim of these rules is to foster a safe environment in the school so that learning and child welfare can occur.

Rewards and Privileges

- A **reward** is a recognition of good behaviour. Rewards are usually given in class by the teacher. They do not involve sweets/treats and are at the discretion of the class teacher.
- A **privilege** is an incentive to maintain good behaviour in school. Privileges include field trips, school tours, attending sports events. Certain sanctions on the CoB warrant the removal of such privileges.

Misbehaviour

Misbehaviour can be categorised into three categories. Some examples of each type of behaviour can be seen below:

Minor Misbehaviour	Serious Misbehaviour	Gross Misbehaviour
<ul style="list-style-type: none"> • Interrupting classwork • Running in the school building • Littering around the school • Being discourteous or unmannerly • Not completing homework without a note • Inappropriate behaviour or gestures • Name calling • Talking out of turn • Not wearing appropriate uniform 	<ul style="list-style-type: none"> • Constant disruption to class • Telling lies • Blackmail • Persistently not working to full potential • Damaging others' property • Breaking a Bullying Promise • Answering back a teacher • Continuously not completing homework • Endangering self or fellow pupils in the class or the yard. • Using unacceptable language • Inappropriate internet use • Deliberate, continual disobedience • Spitting 	<ul style="list-style-type: none"> • Bringing weapons or dangerous substances to school • Smoking/vaping • Stealing • Setting fire to school property • Activating school fire alarm without cause • Leaving the school premises without permission • Mithching • Breaking a second Bullying Promise • Aggressive, threatening or violent behaviour to member of the school community • Assault • 3 Red Cards in a term

This list is non-exhaustive.

Bullying is defined in our anti-bullying policy and the procedure for dealing with bullying is slightly different.

Sanctions

Misbehaviour warrants sanctions. The sanctions follow the "Steps." The steps are below:

1. **Verbal Warning:** the child is reminded about their behaviour by the teacher and the consequences of continuing this behaviour. Class teachers should note a verbal warning, even if it's from another teacher as they are ultimately in charge of recording.

2. **Verbal Reprimand:** the child is told that their behaviour is not acceptable and that they have already received a warning about their behaviour. The class teacher reminds the pupil of the next consequence.
3. **Reflection Sheet:** the child receives a reflection sheet to be completed at home. The reflection sheet is included in the appendices of this policy. Parent(s)/guardian(s) are notified at this stage as the reflection sheet must be signed by a parent/guardian and returned to school the following day.
4. **Time Out:** the pupil is given a time out at break. The class teacher telephones the parent(s)/guardian(s) to let them know about this and outlines the steps so far. The principal also speaks with the pupil about their behaviour during the time out and notifies them of the consequences.
5. **Yellow Card:** the pupil is given a Yellow Card which can be found in the appendices of this policy and is on Aladdin. The Yellow Card issue sheet is sent home by the class teacher and must be signed by a parent/guardian and the class teacher. The pupil also misses a privilege. At this stage, the principal is notified about the Yellow Card and will once again speak with the pupil.
NOTE: Serious misbehaviour goes to an automatic Yellow Card.
6. **Orange Card:** the pupil is given an Orange Card which can be found in the appendices of this policy and is on Aladdin. The Orange Card issue sheet is sent home by the class teacher and must be signed by a parent/guardian, the class teacher and principal. Should the principal be in the role of class teacher, the deputy principal will countersign. At this stage a meeting is held between the class teacher and the child's parent(s)/guardian(s) regarding their behaviour. The pupil also misses another privilege.
7. **Red Card:** the pupil is given a Red Card which can be found in the appendices of this policy and is on Aladdin. The Red Card is sent home by the class teacher and must be signed by a parent/guardian, the class teacher, the principal and the chairperson of the BoM. Should the principal be in the role of class teacher, the deputy principal will countersign. At this stage a meeting is held between the class teacher, the child's parent(s)/guardian(s) and the principal regarding their behaviour. Should the principal be in the role of class teacher, the deputy principal will also be in attendance.
8. **Suspension:** the pupil is temporarily excluded from school, in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000, section 23. A suspension issue is signed by the principal.
NOTE: Gross misbehaviour goes to an automatic Suspension.
9. **Expulsion:** the pupil is permanently excluded from school, in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000. A notice of intention to expel a student, found in the appendices, must be signed by the BoM and sent to *Túsla Education Support Services* [TESS]. The grounds to appeal an expulsion are under Section 29 of the Education Act, 1998.

More details on Steps 8 and 9 can be found on the CoB.

Clean Slate

A **clean slate** occurs when the child returns to the initial step of the sanctions and gives each pupil the opportunity to start afresh and take the sanctions as an opportunity to learn and grow:

- Steps 1 and 2: the clean slate begins at the start of the following school day. However if the teacher feels that there is a repeated transgression, he/she can exercise their professional judgement to move onto Step 3.
- Steps 3 to 7: the clean slate begins a rolling fortnight from the date of the last sanction. So for example:
- Step 8: a clean slate begins once the suspension has been served.

Children with Additional Educational Needs

All children are required to comply with the code of behaviour. However the school recognises that children with additional educational needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, special education teacher (SET) and/or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable. The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parent(s)/Guardian(s)

Communicating with parent(s)/guardian(s) is central to maintaining a positive approach to dealing with children. Parent(s)/guardian(s) 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. The following methods of communication are to be used within the school:

- Telephone
- Letter
- Aladdin
- Annual Parent-Teacher meetings
- Weekly Wednesday Message
- Half-Term School Newsletter
- School Website