

ANNAGH NATIONAL SCHOOL



Code of Positive Behaviour

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Please note that it is a requirement on our enrolment form at Annagh N.S. that parents sign, accept and support our school's Code of Behaviour.

Code of Positive Behaviour

Introduction

This Code of behaviour has been published by the Board of Management of Annagh N.S. in accordance with the provisions of the Education (Welfare) Act, 2000 (and, in particular, section 23 thereof) and was revised in accordance with the National Educational Welfare Board Guidelines in 2009 following consultation with the School's principal, Staff, pupils and the parents of pupils attending our School and includes the recent Parental Complaints Procedure agreed between all of the Education partners.

General

The philosophy and ethos of Annagh N.S. is to ensure that all pupils are equally valued and respected. The principle of mutual respect is at the core of this policy. The school's policy on behaviour aims to create a harmonious environment that nurtures the potential of all pupils and embraces differences. Establishing and developing relationships between staff and pupils are at the core of this policy, underpinned by the principles of Restorative Practice.

Aims

- Reflect the vision, mission and values of this school community and our Patron.
- Ensure continuity of instruction for all students.
- Help to foster an orderly, harmonious school where good standards of behaviour are expected and supported.
- Outline the rationale for having a code of behaviour, along with the roles and responsibilities of the school's partners regarding its implementation.
- To acknowledge, respect and support children of differing abilities.
- To create an atmosphere of respect, tolerance and consideration for others
- To promote a positive and safe working environment for all staff and students.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To assist parents and pupils in understanding the policies and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure the framework of the Restorative Practice approach is implemented consistently.

This code addresses:

- The standards of behaviour expected in the school.
- The Restorative Practice approach for promoting good behaviour
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the code.
- Procedures for reporting student absences.
- School procedures governing the use of suspension and expulsion.

Our Whole School Behavioural Policy also incorporates the following school policies:

- Anti-bullying Policy
- Substance Use Policy
- Special Education Needs Policy
- Mobile Phone and Smart Device Policy
- ICT Acceptable User Policy
- School Tour Policy

A strong sense of community and co-operation is required from staff, pupils and parents to implement our code. Emphasis will be placed on developing respect and fostering positive relationships between pupils and staff. The individuality of each child will be respected and valued. We acknowledge the right of each child to an environment in which they can learn safely and grow.

Children with Additional Needs

Our school's code of positive behaviour is built on three core values:

- Being Responsible
- Being Respectful
- Being Safe

Implementing restorative practice offers a structured approach, serving as a scaffold that builds and sustains relationships. It creates a platform for healthily addressing conflict using restorative methods such as Regulate, Relate and Reason. We prioritise developing self-regulation and resilience skills. Implementing preventative and positive behaviour management strategies helps our pupils achieve our expected behaviours.

Staff are familiar with the Zones of Regulation, which provides a safe and supportive environment that fosters learning and wellbeing for all. Staff are also receiving training in the Braincalm programme, which helps children become focused, calm and able to self-regulate their behaviour through a course of sensory exercises.

Behaviours of concern

Our staff have outlined three levels detailing behaviour concerns before consulting the Chairperson/BOM. These levels are not exhaustive but cover most incidents.

Level 1

- Bad Language
- Not sharing or taking turns
- Taking another child's belongings and not returning them
- Refusing to comply with instructions
- Refusing to complete work

- Being rough on the yard
- Running in the corridor
- Name-calling
- Shouting out in class

The Class Teacher will respond to these and address them using the RP approach.

Level 2

- Multiple repeats of Level 1
- Having a phone in class that is turned on
- Hurting others intentionally in class or on the yard.
- Damaging furniture
- Disrupting others' work frequently
- Messing in the toilets
- Spreading hurtful rumours about other children
- Being unkind in speech to other pupils.

These behaviours of concern will be addressed by the Class Teacher using the RP approach, social stories, Zones of Regulation, or SPHE lessons.

Level 3

- Frequent repetition of level 2 behaviours
- Serious hurt to another pupil or staff member
- Leaving the school premises
- Bringing a phone on a class trip or to swimming and using it for photos or videos
- Throwing an object at someone else
- Smearing in the bathroom
- Damaging the toilets
- Bringing a vape to school or using a vape at school.
- Damaging other children's property
- Regular refusal to comply with levels 1 or 2.

The Class Teacher and the Principal will work together to address these behaviours. This could result in the child being removed from the yard for safety reasons for an extended period, depending on the severity of the incident. Parents will be informed by school management, and an individual behaviour plan will be developed by the pupil, parent, and school to address the behaviour. The RP approach will be implemented by all involved. The priority will be to identify the reason for the concerning behaviour and teach the skills needed to change it.

Supervision

The school is responsible for the care of pupils from their arrival at 8:45 am until classes end at 1:40 pm for Junior and Senior Infants and at 2:40 pm for all other classes. Designated staff are tasked with supervising and managing pupils during break times and before school.

A timetable for yard supervision is in place. Staff on duty must be on the yard promptly and always maintain vigilant supervision. When the weather is wet or

children cannot go outside for any reason, the classrooms are supervised by the staff on duty that day. Pupils who must stay inside due to special circumstances must inform the school via the Aladdin app. The class teacher will provide further advice as necessary, depending on the circumstances.

The Role of the Board of Management

Our Board of Management is responsible for governing the school on behalf of the Patron and for the benefit of students, parents, and staff. The Board recognises that promoting good behaviour and preventing misbehaviour are the main goals of the Code.

The Board of Management will ensure, where possible, that:

- The Code of Behaviour is informed by the principles of fairness and administered in a fair and impartial manner.
- The school's policies and practices that help to promote positive behaviour and prevent inappropriate behaviour are implemented in the school.
- A stimulating and happy atmosphere, which is conducive to learning and teaching, is fostered within the school.
- No student is discriminated against.
- The Principal, staff, parents and students will be supported regarding the administration of a fair and efficient code of behaviour.

The Role of the Principal

The principal teacher is responsible for leading teaching and learning across the school and for day-to-day management under the authority of the Board of Management. Therefore, the principal plays a central role in promoting positive behaviour.

The principal teacher shall:

- Encourage a sense of collective responsibility among staff, pupils, and parents while fostering a sense of commitment to the school.
- Work to create a climate within which individuals in the school can fulfil their obligations and responsibilities.
- Ensure that the policy of positive behaviour is implemented consistently and fairly.
- Endeavour to ensure that appropriate support personnel, both within and available to the school, are involved in assisting students and staff.
- Be supportive of individual teachers regarding the administration of the code of positive behaviour.
- Consult with teachers when delegating specific responsibilities to pupils.
- Ensure effective communication between home and school.
- Ensure that staff members are familiar with the code of positive behaviour.
- Establish meaningful structures, such as leadership roles and a Junior Leadership Team (JLT) that enable children to form a sense of responsibility to the school community and their fellow pupils.

The Role of the Staff

The quality of relationships between teachers and students is among the most significant influences on student behaviour. Mutually respectful relationships achieve a balance of warmth and empathy alongside objectivity, professional detachment, fairness, and consistency.

Each teacher is responsible for the effective implementation of the school's code of behaviour within their classroom or SEN room and in the communal areas inside and outside, during recreation and other times, in accordance with the established school policy.

All members of staff are expected:

- To adopt a Restorative Practice Approach to behaviour in the classroom and on the yard, where the pupil's voice is respected and heard.
- To support and implement the school's code of positive behaviour.
- To compile a list of rules as they pertain to their class group.
- To discuss and explain the various rules and expectations as outlined in the school code of positive behaviour.
- To place emphasis on rewards rather than on sanctions.
- To support the belief that positivity will produce the best results.
- To recognise the differences between children and the need to accommodate these differences
- To make efforts to enable each child to reach his or her full potential
- To foster and encourage a strong sense of community and co-operation between staff, pupils, parents and board members.
- To keep a record of behaviours of concern and incidents.
- To plan and organise their work to maintain pupils' interest and minimise opportunities for disruption.
- Inform school management and parents and seek support from outside agencies, if necessary, when concerning behaviours increase in frequency.

The Role of the Pupil

Pupils are expected

- To demonstrate courtesy and consideration consistently.
- To have respect for their own property and the property of others
- To respect the school building and its surroundings.
- To attend school regularly and be punctual
- To give their best effort both in school and when doing homework
- To comply with the school's code of positive behaviour.
- Participate in consultation with the class teacher and school management.

The Role of the Parents

Parents play a crucial role in shaping the attitudes that lead to good behaviour in school. Therefore, the school requires the support of parents to establish an environment that promotes the optimal development of all its pupils. Clearly, effective cooperation and communication between parents and school staff are

essential. Parents and staff should fully utilise all formal and informal channels of communication within the school.

Parents are expected

- To become familiar with the various policies and codes of the school.
- To explain the Code of Positive Behaviour to their children.
- To show support for teachers in their implementation of this Code of Positive Behaviour
- To maintain contact with teachers regarding their child's progress.
- To support their child with schoolwork and homework.
- To guarantee timely attendance and consistent participation
- To promote respect for teachers, pupils and other school personnel
- Respond to calls and messages from the school promptly
- Be available to discuss a problem

Strategies to affirm and promote good behaviour.

Excellence in school and classroom management enables most students to behave in ways that support their own learning and development. Teachers and staff employ a wide range of strategies to promote positive behaviour and minimise misbehaviour at both the school and class levels.

We encourage our students to behave well by:

- Praise and affirm their homework, classwork, and behaviour.
- Displaying their work as much as possible creates opportunities for staff to acknowledge good work and/or behaviour when visiting classrooms.
- Implementing an RP approach that gives pupils a voice and allows each pupil to explain their perspective on the incident.
- Recognising participation, achievements, and contributions to the school across a wide range of areas, including behaviour, sports, art, music, drama, and academics.
- Giving children a voice in school, such as being members of the Junior Leadership Team, gives them responsibility and engages them in preparing and implementing school and classroom rules.
- Give children opportunities to discuss and compile classroom rules in line with the code of positive behaviour so that they understand that it is essential and fair and that they have a role in making it work.
- Setting high expectations for student behaviour with clear, positive and consistent standards.
- Creating a happy school atmosphere whereby parents, teachers and pupils support each other and interact positively together.
- Modelling the behaviour that is expected from students.
- Creating good school and classroom routines and setting and implementing clear boundaries and rules for students.
- Monitoring student behaviour and recording incidents deemed to be bullying according to our Bí Cineálta plan.
- Helping students to acquire values of good behaviour through specific subjects such as SPHE, R.E., Zones of Regulation and Drama.

Suspension and Expulsion of a Student

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination, and victimisation. There may be instances of unacceptable behaviour where it is in the best interests of the school community and/or the student involved for the student to be removed from the school for a period or permanently. Suspension and expulsion are options available to the Board of Management in such cases.

The Grounds for Suspension

When making a decision regarding a suspension, the principles of natural and constitutional justice must be upheld. The BOM will ensure that fair procedures are followed in any investigation and decision-making process within the school. Where possible, a comprehensive review of the case should be undertaken.

The decision to suspend a student is not taken lightly and requires serious grounds such as:

- The student's behaviour is a level 3 behaviour of concern and has significantly harmed the education and welfare of other students, staff, and the administration and management of the school.
- The student's continued presence in the school currently poses a threat to safety.
- The student is responsible for significant damage to property.
- Communication with the child's parents/guardians should be in writing, and a copy retained.

A single incident of a serious Level 3 behaviour may be grounds for suspension.

The following Factors will be considered before a pupil is suspended:

- 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

Authority to Suspend

The Board of Management of the school has the authority to suspend a student. This authority is delegated in accordance with procedure by the Board to the Principal when an immediate suspension of no longer than one day is warranted for the safety of the pupil, other pupils, staff, or others. The Chairperson of the Board of Management and the Principal are authorised to impose a suspension of up to three days in circumstances where a meeting of the Board cannot be convened in a timely manner. They will exercise this authority in accordance with their responsibilities to the entire school community and the principles of procedural fairness.

All longer-term suspensions can only be imposed by the Board of Management.

Procedures to be followed in respect of suspension

When proposing to suspend a pupil, the school authority will apply the principles of fair procedure. If a preliminary assessment of an incident confirms serious misbehaviour that could warrant suspension, the following procedures will apply:

- A formal investigation will be conducted
- The pupil and parent will receive details of the complaint and any other information that will be considered. They will also have the opportunity to present their side of the story and, if necessary, to ask questions about the evidence regarding the serious misbehaviour.

The period of suspension

A student should not be suspended for a period exceeding three days. However, the Board may authorise the principal, with the approval of the Chairperson, to impose a suspension of up to three days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

The maximum period that the Board may impose for any suspension is 10 days unless the Board is considering expulsion.

Notification of suspension

The principal will notify the pupil and the parent in writing of the decision to suspend. The notification will confirm:

- The duration of the suspension and the dates on which it will commence and conclude.
- The reasons for the suspension.
- Any study programme that should be followed.
- The arrangements for returning to school encompass any commitments that the student and their parents must agree to.
- The right to appeal to either the Board of Management or the Secretary General of the Department of Education and Science.

Appealing a suspension

Parents wishing to appeal a school suspension decision should discuss the matter with the school principal, who will inform them of their rights and options. A parent or guardian may appeal if they believe that the correct procedures were not followed or that an unfair decision was made. Appeals should be submitted in writing, stating the reason for the appeal.

The principal's decision to suspend a pupil may only be appealed to the Board of Management.

The Board of Management's decision to suspend a pupil may be appealed to the Patron.

If the total number of days the student has been suspended in the current school year reaches twenty, the suspension may be appealed to the Secretary General of the Department of Education and Science.

Grounds for removing a suspension

A suspension may be removed if the Board of Management or Patron decides to lift it for any reason, or if the Secretary General of the Department of Education and Science directs its removal following an appeal under section 29 of the Education Act 1998.

Procedure for the re-introduction of the student.

When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanctions imposed, once the sanction has been completed, the school will expect the same behaviour from this student as from all other students.

Records and reports

Formal written records will be kept of:

- The investigation (including notes of all the 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.

Report to the Board of Management

The Principal will report all suspensions to the Board of Management, including the reasons and duration of each suspension, as well as to the NEWB as required.

Report to Tusla

The Principal is required to report suspensions following the National Education Welfare Board reporting guidelines [Education (Welfare) Act, 2000, section 21 (4)(a)].

Expulsion

The Grounds for Expulsion

The Board of Management serves as the decision-making body regarding expulsions.

Expulsion should be a proportionate response to the student's behaviour. The decision to expel a student is very serious and will only be made by the Board of Management in extreme cases of unacceptable behaviour. The grounds for expulsion may align with those for suspension. Besides factors such as the severity and persistence of the behaviour, a key difference is that, when expulsion is considered, school authorities have attempted a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour.

Factors to Consider Before Proposing the Expulsion of a Student

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions attempted to date
- Whether expulsion is a proportionate response
- The potential impact of expulsion

Procedures in respect of expulsion

Fair procedures, along with those prescribed under the Education (Welfare) Act 2000, will be applied when a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion.

The procedural steps will include:

- The parents and student will be informed in writing that a thorough investigation, following fair procedures, will be conducted under the direction of the principal to ascertain the accuracy of the allegations. They will also be given an opportunity to present their side of the story and, if necessary, to ask questions regarding the evidence of serious misbehaviour.
- The principal will make a recommendation to the Board.
- The parents and student will be provided with all details and invited to a hearing with the Board.
- The Board of Management will consider the recommendation and conduct a hearing in accordance with fair procedure.
- The Board will inform the parents in writing about its conclusions and the next steps in the process.

If expulsion is proposed, the parents will be informed that the Board of Management will notify the Educational Welfare Officer accordingly.

The student cannot be expelled before twenty school days have passed from the date on which the EWO receives a written notification (Education (Welfare) Act 2000, S24(1)). A Board may consider it appropriate to suspend a student during this time.

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer until the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, S4a).

It is up to the Board of Management to determine which tasks involved in these procedural steps require separate meetings and which can be accomplished together in a single meeting, while ensuring parents receive appropriate notice of meetings and have a fair and reasonable time to prepare for a Board hearing.

Appeals

A parent may appeal a decision of the Board of Management to expel a student to the Secretary General of the Department of Education and Science. The National Educational Welfare Board may also make an appeal on behalf of a student. All appeals must be submitted in writing.

Implementing the Code of Positive Behaviour

The success of the code of positive behaviour relies on a solid plan for its implementation.

The essential elements of an implementation plan are:

- Communicating the code of positive behaviour

- Using the RP approach to ensure a set of core values and the explicit promotion and enhancement of skills such as empathising and finding solutions to specific problems.
- Building trust between and with people.
- Building and sustaining relationships
- Providing a platform through RP for dealing with conflict in a healthy manner when conflict occurs.
- Securing parental support for the code
- Promoting positive behaviour in the school
- Reviewing the code

Communicating the code of behaviour

The Code of Positive Behaviour will be communicated to parents by providing them with a copy and/or making it available online on the school website. A copy will be available to all parents when they enrol their child in the school. Teachers will also refer to the code during the parent-teacher meetings held each school year. Parents are expected to support the school's Code of Positive Behaviour and ensure that their children adhere to it.

The essential elements of our Code of Positive Behaviour are published in our Pupil's Homework Journal and are accessible to students and parents.

Overview of Important Rules

- Our school rules emphasise respecting oneself and respecting others.
- Our Code of Positive Behaviour is designed to make the school day more enjoyable for everyone involved.
- All pupils have equal rights; however, these rights come with responsibilities.
- Everyone must respect the rights of others, and every effort will be made to ensure that those rights are upheld as well.
- A high standard of manners, language, and behaviour is always expected.
- Evidence of bullying will be taken seriously in accordance with our Anti-Bullying policy.
- Bullying can take many forms, including physical, verbal, constant interference, deliberate exclusion, isolation, and cyberbullying. These will be further explained in our Bí Cineálta policy.
- Adherence to the 3 levels of behaviours of concern.
- Chewing gum and the use of Tippex are prohibited in school.
- Treat school grounds and property with care and respect, and refrain from littering.
- Parents can encourage positive behaviour at school and promote a positive image of our school by discussing our rules with their child and explaining their importance.
- If parents drop off their children inside the school grounds before 8:45 a.m. or are not present at the school exits to pick them up at 2:40 p.m., it must be clearly understood that they are aware that any teacher will not officially supervise their child.

- School hours are from 9:00 a.m. to 2:40 p.m., with doors opening at 8:45 a.m. A before- and after-school facility is available to accommodate busy parents. Therefore, no child should be in the yard before 8:45 am or after 1:40 pm or 2:40 pm.
- To ensure the smooth operation of our school and assist parents in dropping off their children, doors will open at 8:45 a.m. each morning, and formal instruction will commence at 9:00 a.m. The class teacher will supervise students during this time.

PLEASE NOTE: No responsibility is accepted for pupils outside of these times unless they are involved in our Before and After School facility.

- Playing ball in the front yard before or after school is **not permitted**.
- Skating on roller skates or shoes with wheels is **not permitted** on school grounds at any time.
- Children are not allowed on the school grounds outside school hours or during holidays, as insurance will not cover them.
- Please be considerate when parking; remember that staff need spaces for the day. Do not block the footpath or leave your car's engine running.
- Please do not obstruct the gate.
- Details of the official school day can be found on the Annagh NS website or the Department of Education and Science website, which outlines precisely what is included.
- Please inform your class teacher via Aladdin if your child will be late.
- If your child is sick, please keep them at home. When ill, children often feel miserable in school, and illness can spread quickly.
- If your child becomes ill while at school, we will endeavour to contact you or the person you have nominated.
- If parents anticipate being late to collect their children at 2.40 p.m. and the child is not enrolled in our Before and After School facility, they may seek assistance from the class teacher, if available, or make alternative arrangements themselves.
- Pupils awaiting collection after 2.40 p.m. are requested, for safety reasons, to wait quietly inside the school gate until their parents arrive, unless alternative arrangements have been made.
- Our school will not require your children to leave the schoolyard. However, if you prefer to have your children wait inside for safety reasons, please do so with the understanding that there will be no official supervision by a teacher after 2:40 p.m.
- There is a clear expectation that parents collect their children from the school exits. This helps prevent road accidents; unless prior arrangements are made with a class teacher, your children will not be officially supervised.
- Cycling is **not permitted** on school grounds at any time.
- All pupils are expected to wear the full school uniform unless instructed otherwise: a grey shirt, a green jumper, and grey slacks or a pinafore. A striped tie will be kept at school and provided as needed for official occasions. Please notify the school via the Aladdin app if your child is not wearing a uniform.
- Please write your child's name on each item of clothing with a permanent marker, as items are frequently misplaced.

- If a uniform item is lost, we request that it be replaced within a reasonable period.
- Please check the Lost & Found box before purchasing new clothing.

Notification via Aladdin Connect IS IMPERATIVE:

- a. If homework is not done
- b. If you wish your child/children to stay in during a school break.
- c. If not wearing their uniform.
- d. If there is a request to leave school early.
- e. If late for school.
- f. If absent from school.

Homework:

It is school policy to assign homework. Homework for the week will be assigned on Monday. Each teacher will outline mathematics, reading (for Juniors to 2nd class), spellings, and tables homework for the week.

To ensure your child receives the maximum benefit from their work, we ask you, the parents, to show extra interest in your child by:

1. Checking that homework is completed neatly and carefully.
2. Examining spellings and tables.
3. Listening to reading.
4. Verifying that homework is complete and signing the homework journal.
5. Ensuring that your children have the correct books and copies in their bags every day.

Due to the increasing issue of heavy school bags, textbooks and copies not required for homework may be left in the classroom containers provided by the school.

We do not assign homework over the weekend.

Homework is corrected by the class teacher in various ways, such as on the whiteboard, with the whole class, in groups, or individually, through oral questioning or project work.

Parent's Role

Without parental understanding of and support for our Code of Positive Behaviour, it cannot and will not succeed.

- Article 42 of the Irish Constitution states that parents are the primary educators of their children. The school and teachers (in loco parentis) assist the parents in this regard, according to the age and ability of each pupil, the requirements of the Curriculum, and the time and resources available.
- Teachers and parents are partners in education. For this relationship to succeed, it must be based on mutual respect, courtesy, and cooperation.
- Annagh NS exists for the children and is continually striving to enhance the learning experiences available to your child.
- You can help by taking an active interest in your child's work.
- Ask about school, check schoolwork regularly, and talk about what happened in school.
- Encourage your child to share with you both the good and bad things that happen.

- Parents are kept well-informed about what is happening in school and how they can best support the educational process. This is achieved through our Aladdin Connect app, Parent-Teacher Meetings, Information Evenings, School Reports, and our website and social media accounts.
- If you hear about school policy from an unofficial source, please verify it with the school first. As a parent, you're encouraged to do this. Remember, if your child shares something with you, it's important to listen rather than dismiss it as 'tales.' Showing you believe them opens communication channels that are valuable later. You can always check the facts later.
- Parents can encourage good behaviour at school and promote a positive image of our school by discussing our School Rules with their child and explaining the necessity of them.
Every pupil has a support teacher at home in their parents or other family members.
- If your child has a problem area, please assist them and inform their class teacher immediately.
- We strongly encourage parents to take an active role in supporting their children's education. Effective communication between home and school is vital for maximising the benefits of our curriculum for all students. Parents are encouraged to reach out and discuss any concerns, regardless of how minor they may seem. Addressing these issues early can help prevent them from escalating for your child. You will always find a welcoming environment here, as you are entitled to express your concerns as a parent. To speak with a teacher, it is essential to schedule an appointment in advance. Our teachers have classes to instruct, and prior arrangements are necessary to ensure they can meet with you effectively.
- Our phone number is (065) 7084850, the school email address is secretary@annaghns.com
- Please do not phone staff at their homes outside of school hours.
- Most problems can be dealt with and sorted out informally.

Parental Complaints Procedure

All the various stakeholders in education have agreed upon Parental complaints procedures.

B.O.M. members cannot accept anonymous verbal complaints. Complaints at any stage must include the name of the actual person making the complaint.

PLEASE NOTE:

It is school policy that no adult may speak to a child about an incident unless they are the child's parents or guardian.

- Discussing school issues with individuals not directly involved in a specific situation is not particularly helpful.
- If you hear something concerning the school, please verify its authenticity with the school before accepting it.
- If your child falls ill or is hurt while at school, we will make every effort to contact you or your nominated representative.

Healthy Eating

We promote a healthy eating and living lifestyle at Annagh N.S.

Pupils may fill their plastic bottles from the chilled water provided by Tipperary Water.

Pupils receive snacks during our first break and a hot lunch at lunchtime each day, free of charge. Parents are informed about how to create their child's online menu for the upcoming week.

Free Schoolbooks Scheme:

All textbooks, workbooks, and copies are loaned to each pupil annually, free of charge. Pupils are expected to treat them with respect and to return them in good condition so that future pupils at Annagh NS can use them again.

Teaching Preparation

- Each teacher creates long-term plans, short-term plans, and a monthly review of completed work.
- Individual Education Plans and Support Plans are created in collaboration with our special education teacher (SET) and parents.
- Our Special Needs Assistant (SNA) is assigned to pupils in the school as deemed appropriate by the principal and staff each year.
- Primary school is the stage of education where children can be on equal footing. Please let your child know that they are special and just as important as everyone else.

Building Student Confidence and Competence

The school will define and teach the behaviours it expects from students through the RP approach; to foster in them the skills needed to manage their own behaviour and respond appropriately to the behaviour of others.

This will include:

- Promoting the implementation of the Restorative Practice Approach throughout the school.
- Explaining the code of positive behaviour to all students at the beginning of each school year.
- Referring to the code of positive behaviour in class on a regular basis and applying the values in class and throughout the school.
- Clarifying students' understanding of expected behaviours at appropriate times.
- Referring to RP when dealing with conflict both in class and on the yard.
- Using RP, Social, Personal and Health Education programmes, Social Stories, and Zones of Regulation to provide a scaffold for respectful behaviour and to build and maintain relationships.

Building relationships with parents

Parental understanding and support for the implementation of our code of behaviour is enhanced by:

- meeting the parents of new students and gradually introducing them to the organisation and management of the school and its policies, including our code of positive behaviour.
- encouraging parents to share information about anything that might affect a student's behaviour in school.
- alerting parents to concerns about a student's behaviour, so that a behaviour management plan can be drawn up in consultation with all partners.
- Having clear channels through which parents can communicate any concerns they may have about a student and explore ways to help the student.
- Involving parent nominees from the Board of Management in reviewing and planning appropriate school policies, as part of school development planning.
- Having our policies and procedures clearly visible and accessible for parents on our website.

Monitoring positive behaviour in the school

At Annagh National School, it is imperative that we assess the effectiveness of our code of positive behaviour and its alignment with our objectives. The school aims to establish a positive environment where each pupil is valued as an individual. Through the RP approach, the three levels of behaviours of concern, communication between all partners in education, as well as procedures for reporting, monitoring, and documenting misbehaviour, are addressed. This includes maintaining written records, documenting instances of negative behaviour, and facilitating discussions regarding the promotion of positive behaviour during staff meetings as necessary.

We recognise that clear communication among all stakeholders is crucial for the implementation of our school's code of positive behaviour.

Reviewing the Code of Positive Behaviour

This policy will be reviewed every two years.

This Code was reviewed and approved by our Board of Management (BOM) on May 27th 2025.

Signed: _____
Chairperson BoM

Date: _____

Signed: _____
Principal

Date: _____