CODE OF BEHAVIOUR

ROLL # 20553G

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Context

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

The Code of Behaviour details the following:

1) The standards of behaviour that shall be observed by each pupil attending the school.
2) The whole school approach to promoting positive behaviour.
3) The measures that shall be taken when a pupil fails or refuses to observe those standards.
4) The procedures to be followed before a pupil may be suspended or expelled from the school concerned. (Appendix 1)
5) The grounds for removing a suspension imposed in relation to a pupil.
6) This document refers specifically to the following policies:
    - Health and Safety Statement
    - Homework Policy
    - Child Protection Policy
    - Enrolment Policy
    - Bí cineálta Policy
    - Acceptable Usage Policy
7) The procedures to be followed in relation to a child's absence from school.

    The Code of Behaviour of Strawberry Hill N.S.has been developed in accordance with "Developing a Code of Behaviour: Guidelines for Schools," National Educational Welfare Board, 2008.

Introduction

Our school aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and the Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This Code of Behaviour comes into effect in September 11th 2026.. The code has been considered by representatives of the parent body , Staff, Education Welfare Officer and approved by the Board of Management. It was ratified by the Board of Management on 10 September 2026

Each parent has the opportunity to read this at the office and on the school website. Each parent has signed acceptance of the Code of Behaviour on enrolment of their child.

Aims

1. To set clear expectations for positive behaviour for pupils, staff and parents.
2. To support an orderly, safe and respectful learning environment where every child can progress.
3. To promote positive behaviour, personal responsibility and the wellbeing of all members of the school community.
4. To recognise and accommodate the individuality of each child while upholding everyone's right to learn.
5. To provide consistent structures and supports that help pupils understand and follow school rules.
6. To ensure teachers can teach without disruption and pupils can learn effectively.
7. To promote equality, respect, tolerance and inclusion throughout the school.
8. To ensure that pupils, staff and parents understand and can implement the procedures within the Code of Behaviour.

Responsibilities

Pupils' Responsibilities

Pupils are expected to:

- Follow staff instructions and school rules.
- Attend school punctually and wear the correct uniform.
- Bring required materials and take care of personal and school property.
- Behave respectfully towards all pupils, staff and visitors.
- Try their best in class, listen well, and allow others to learn.
- Be honest and truthful.
- Move safely around the school and follow safety procedures.
- Show good behaviour on yard, in corridors, on stairs, in toilets, and during school outings.
- Avoid any behaviour that hurts others, disrupts learning, or constitutes bullying.

Parents'/Guardians' Responsibilities

Parents/guardians are expected to:

- Ensure regular, punctual attendance and correct uniform.
- Communicate respectfully with staff and follow school communication procedures.
- Support their child's learning, homework and positive behaviour.
- Encourage respect for school property and the wider school community.
- Be familiar with the Code of Behaviour and support its implementation.
- Work with staff when behaviour concerns arise and share relevant information that may affect their child's wellbeing or progress.
- Arrange meetings outside teaching time (8:50–2:30) through the school office or Aladdin.

Teachers' and School Staff Responsibilities

Teachers and staff are expected to:

- Promote a safe, respectful and positive learning environment.
- Model courtesy, fairness, honesty and kindness in all interactions.
- Teach and reinforce school and classroom rules in age-appropriate ways.
- Affirm positive behaviour and support pupils in meeting expectations.
- Manage behaviour consistently and in line with the Code of Behaviour and Anti-Bullying Policy.
- Use Restorative Practice to resolve difficulties and repair relationships.
- Provide additional support to pupils with learning or behavioural needs.
- Address relational issues early and constructively.
- Record and report serious misbehaviour to the Principal promptly.
- Use SPHE to teach social skills, anti-bullying strategies and positive behaviour.

Principal's Responsibilities

The Principal is expected to:

- Lead a safe, respectful and positive school environment.
- Model professional and respectful communication with pupils, staff and parents.
- Ensure the Code of Behaviour is implemented fairly and consistently.
- Support staff in managing behaviour and resolving difficulties.
- Arrange reviews of the Code of Behaviour as required.

Classification of Misbehaviours

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

Three Levels of Misbehaviour

Our school's Code of Behaviour classifies misbehaviour under the following three headings;

Level 1 : Minor breaches of Code of Behaviour
Level 2 : Medium breaches of Code of Behaviour
Level 3 : Major breaches of Code of Behaviour

Account will be taken of children with Behavioural Support Plans .
This extends to children in Tír na nÓg, who might not manage or understand to the same expectations but be subject to the same sanctions.

Level 1 – Minor Breaches

Examples of Level 1 Behaviour

Minor breaches include behaviour that disrupts class routines or safe movement around the school, such as:

- Not following staff instructions (e.g., calling out, interrupting learning, leaving seat repeatedly)
- Playing or interacting in an unsafe manner
- Unsafe movement around the school (e.g., not using the handrail on stairs)
- Answering back or being argumentative
- Littering
- Not completing homework

Responding to Level 1 Behaviour

Supportive Interventions

In line with NEWB guidance, early intervention focuses on teaching, reminding and supporting pupils to meet expectations. Strategies may include:

- Restorative conversations to help pupils reflect and repair
- Revisiting school/class rules
- Classroom-based supports such as Circle Time, social stories, sensory breaks or class meetings
- Informal consultation with parents/guardians or relevant staff
- Recording the incident and noting triggers/antecedents to support future planning
- Use of positive reinforcement strategies (see Appendix)

Level 1 Sanctions

Proportionate, short and instructional responses may include:

- A verbal reminder or reprimand
- Logging the incident in the Teacher's/Incident Book
- A short, supervised pause from yard activities

Where appropriate, parents may be asked to speak with their child about the incident.

Level 2 – Medium Breaches

Examples of Level 2 Behaviour

Level 2 behaviours are more serious or persistent difficulties that disrupt learning, safety or respectful relationships. They include:

- Repeated Level 1 behaviours
- Leaving the classroom or yard without permission
- Using foul or offensive language
- Repeated dishonesty
- Taking property without permission
- Intentional misuse or damage of school property
- Ongoing aggressive play or actions
- Deliberate and sustained disruption of class
- Disrespectful behaviour towards staff, visitors or other pupils

Responding to Level 2 Behaviour

Supportive Interventions

Interventions build on Level 1 responses and may include:

- Referral to the Deputy Principal or Principal
- A team meeting involving relevant staff (e.g., class teacher, SET, SNA, DP/Principal)
- Consultation with external support services where appropriate (e.g., NEPS, SENO, SCP, multidisciplinary teams)
- Direct communication with parents/guardians
- Development of an individual behaviour plan with agreed supports, rewards and consequences

These steps aim to understand underlying causes, support the pupil, and prevent escalation.

Level 2 Sanctions

Proportionate sanctions may include:

- Withdrawal of privileges
- A written, drawn or verbal restorative apology
- Restoring property or repairing damage where appropriate

Parents/guardians will be informed of the seriousness of the behaviour and the actions taken.

Level 3 – Major Breaches

Examples of Level 3 Behaviour

Level 3 behaviours are serious incidents that significantly endanger safety, cause harm, or seriously disrupt teaching and learning. They include:

- Persistent Level 2 behaviours after warnings
- Use of mobile phones or prohibited items during school hours
- Possession of dangerous or harmful items (e.g., knives, lighters, vapes)
- Aggressive behaviour that places any pupil or staff member at risk
- Threatening, abusive or violent behaviour towards pupils, staff or visitors
- Physical assault or intentional acts of violence
- Stealing
- Possession, supply or use of alcohol, cigarettes, illegal drugs, vapes or harmful substances
- Bullying behaviour (as defined in the Bí Cineálta Policy)
- Derogatory or discriminatory behaviour relating to race, gender, religion, disability, sexual orientation or ethnic origin
- Wilful damage to school property or the property of others
- Leaving school grounds without permission (senior pupils)
- Deliberate discriminatory or prejudicial actions
- "Bunking off" school

Aggression includes intentional hitting, slapping, kicking, biting, pinching, spitting, head-butting, use of weapons or throwing objects. The school operates a zero-tolerance policy for aggressive behaviour.

Responding to Level 3 Behaviour

Supportive Interventions

Interventions aim to ensure safety, support the pupil, and prevent recurrence. They may include:

- Restorative conversations
- Reflection activities to help pupils understand the impact of their behaviour
- Confiscation of dangerous or prohibited items
- Confiscation of mobile phones
- Consultation with external agencies (e.g., NEPS, HSE services, CAMHS, NCSE, NBSS, SCP, multidisciplinary teams)
- Trauma-responsive approaches to support regulation and repair

Level 3 Disciplinary Actions

Level 3 behaviours may require immediate and serious responses, including:

- Immediate contact with parents/guardians
- Suspension for 1–3 days, depending on severity and frequency
- Further sanctions in line with the school's Suspension procedures

Suspension may be applied following the first instance of a Level 3 behaviour or a Level 2 behaviour of significant severity. All suspensions follow the due-process and fair-procedure requirements outlined in the school's Suspension section.

Suspension from school for five to ten days.

This response will occur with the repeated incidence of Level 3 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.

Suspension

Definition of Suspension

Suspension means requiring a student to absent himself/herself from school for a specified, limited number of school days, in accordance with the Education Welfare Act 2000 and the NEWB *Developing a Code of Behaviour* Guidelines.

Authority to Suspend

The Board of Management (BoM) of STRAWBERRY HILL N.S.has formally delegated to the Principal the authority to impose:

1. Immediate Suspension

May be applied where the Principal determines, following a preliminary investigation, that the pupil's continued presence poses a serious and immediate threat to the safety or wellbeing of pupils or staff. Duration: 1–3 days, extendable to a maximum of 5 days with approval of the Chairperson.

2. Automatic Suspension

May be applied for specific serious behaviours identified by the BoM. Duration: 1–3 days, extendable to a maximum of 10 days with approval of the Chairperson.

The BoM retains the authority to impose suspension in all other circumstances.

Behaviours Resulting in Automatic Suspension

The BoM has determined that the following behaviours will result in automatic suspension:

- Physical assault or violence causing bodily harm to a pupil or staff member
- Physical violence causing serious damage to school property
- Leaving the school grounds unaccompanied and without permission during school hours

Notification to Parents

Parents/guardians will be informed by telephone of an Immediate or Automatic Suspension and arrangements will be made for the pupil to be collected. A formal written notification will issue within 2 school days, outlining:

- The duration and dates of the suspension
- The reasons for the suspension
- Any study programme to be followed
- Arrangements for returning to school
- Any commitments required from the pupil and parents/guardians

No pupil will be sent home before parents/guardians have been notified.

Due Process and Fair Procedures

The BoM acknowledges its duty to ensure fairness and impartiality. A formal investigation will be completed no later than 2 school days after the incident leading to an Immediate or Automatic Suspension.

Parents/guardians will be invited to a meeting to discuss:

- The circumstances surrounding the suspension
- Interventions to prevent recurrence

Impartiality

- No person with a vested interest or personal involvement will participate in the investigation or decision-making.
- .

Procedures for Other Suspensions

Where suspension is being considered for behaviours not covered by Immediate or Automatic Suspension:

1. Preliminary Assessment

If serious misbehaviour may warrant suspension, the BoM initiates a formal investigation.

2. Written Notification to Parents

Parents/guardians receive a written letter outlining:

- Details of the alleged misbehaviour
- The investigation process
- Notice that suspension is a possible outcome
- An invitation to a meeting within 5 school days to respond before any decision is made

3. Impartial Investigation

The BoM undertakes that:

- No person with a vested interest will participate in the investigation or decision

4. Decision and Written Confirmation

If suspension is imposed, the Chairperson issues written confirmation including:

- Duration and dates of suspension (not exceeding 10 days)
- Reasons for suspension
- Any study programme to be followed
- Arrangements for returning to school
- Any commitments required from pupil or parents
- Information on the right to appeal to the BoM

5. Section 29 Appeal

If the suspension brings the pupil's total number of suspended days to 20 days in the current school year, parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education under Section 29 of the Education Act 1998, and provided with information on how to submit such an appeal.

Expulsion

Definition of Expulsion

A student is expelled when the Board of Management (BoM) decides to permanently exclude them from the school, having complied with Section 24 of the Education Welfare Act 2000.

Automatic Expulsion

The BoM may impose automatic expulsion for the following behaviours:

1. Sexual assault
2. Possession of illegal drugs
3. Supplying illegal drugs to pupils
4. Actual violence or physical assault
5. Serious threat of violence against a pupil or staff member

Grounds for Expulsion

Expulsion may be considered where:

1. Behaviour persistently disrupts teaching or learning
2. The pupil's continued presence poses a real and significant safety risk
3. Serious damage to property has occurred

Authority to Expel

Only the Board of Management has the authority to expel a pupil.

Procedure for Expulsion

1. Preliminary Assessment and Investigation

Where serious misbehaviour may warrant expulsion:

- A detailed investigation is carried out by the Principal (or BoM nominee).
- Parents/guardians receive a written letter (letter or registered post) outlining:
    - The alleged behaviour
    - The investigation process
    - Notice that expulsion is a possible outcome
    - An invitation to a meeting within 5 school days to respond

Only information already provided to parents in writing may be presented at BoM meetings.

2. Principal's Recommendation

If the Principal (or nominee) forms the view that expulsion may be warranted, they:

- Inform parents/guardians that the BoM is being asked to consider expulsion
- Provide parents with all records relating to the investigation

- Provide the BoM with the same documentation

3. Board of Management Meeting 1 – Hearing

If the BoM decides to consider expulsion, a hearing is scheduled.

Parents/guardians receive written notice of:

- The date, time and venue
- Their right to make written and oral submissions
- Their right to be accompanied

Conduct of the Hearing

- The Principal (or nominee) and parents present their case in each other's presence
- Each party may question the other's evidence

After Presentations

- Both the Principal and the parents leave the meeting
- The BoM deliberates privately and decides whether to proceed

No other business is discussed at this meeting.

4. Letter of Intention to Expel

If the BoM decides to proceed:

- Parents receive a Letter of Intention to Expel
- The TESS Intention to Expel Form is completed:
    - One copy sent to TESS Dublin
    - One copy enclosed with the parent letter

A 20-school-day statutory period now applies.

5. Health & Safety Consideration

The BoM assesses whether the pupil's continued presence poses a safety risk.

Parents are informed that:

- A 20-day suspension is imposed pending the final decision
    - The Intention to Expel form triggers EWO support
    - A Section 24 process will determine educational provision while the pupil is out of school
    - Parents may initiate a Section 29 appeal

6. Educational Welfare Officer (EWO) Consultation

The BoM:

- Notifies the EWO by registered post
- Participates in the consultation arranged by the EWO

The pupil cannot be expelled until 20 school days have passed from the date the EWO receives notification.

7. Board of Management Meeting 2 – Final Decision

After the 20-day period and EWO consultation:

If the BoM remains of the view that expulsion is warranted, it:

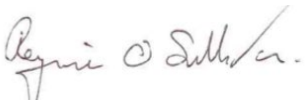
- Formally confirms the decision to expel
- Issues written confirmation to parents/guardians
- Provides information on the Section 29 appeal process
- Submits the TESS Confirmation of Expulsion Form

8. Impartiality

To ensure fairness:

- No person with a vested interest participates in the investigation or decision
- The investigator presents the report and then withdraws from the decision-making process

It was reviewed in September 2026 and ratified on 10 September 2026 .

Signed : 

Date : 10 September 2026

Appendix A – Promoting Positive Behaviour

The school is committed to creating a safe, respectful and inclusive environment where all pupils can learn and thrive. Positive behaviour is promoted through:

- Clear and age-appropriate expectations which are taught and revisited regularly.
- Positive relationships between pupils, staff and parents.
- Recognition and praise of effort, kindness, cooperation and achievement.
- The use of restorative practices to support pupils in reflecting on behaviour and repairing relationships.
- Social, Personal and Health Education (SPHE), Wellbeing initiatives and other programmes that support social and emotional development. (FUSE , Trauma Responsive Education, Friends for Life etc)
- Appropriate supports for pupils with additional behavioural, emotional or educational needs.
- Partnership with parents/guardians to encourage positive behaviour and support pupils when difficulties arise.

Where difficulties occur, the school seeks to respond in a fair, consistent and proportionate manner, using supportive interventions and restorative approaches wherever possible.

The school acknowledges positive behaviour through a range of strategies which may include verbal praise, positive communication with parents, certificates, assemblies, class rewards and opportunities for responsibility.

Staff are trained and informed in Restorative Practice and use positive reinforcement strategies to promote good behaviour.

Restorative Practice

Restorative Practice in our school is a positive, relationship-centred approach to behaviour. It helps pupils understand how their actions affect others and supports them to repair harm and rebuild trust.

Restorative Practice promotes FRESH relationships:

- Fair
- Respectful
- Engaging
- Safe
- Honest

It encourages pupils to:

- Take responsibility for their behaviour.
- Reflect on how their actions impact the learning environment.
- Understand the feelings and perspectives of others.
- Work towards repairing harm and restoring relationships.

How It Works

When behaviour issues arise, staff guide pupils through calm, structured reflection. The *opportunity is created for those involved to reflect in a fair, impartial manner on the situation, acknowledging the harm done and those affected by it.*

Restorative responses may include:

- A conversation using restorative questions.
- A written, verbal or drawn apology.
- A plan to repair harm (e.g., fixing damage, returning property).
- A meeting involving staff, parents and pupils after serious incidents or suspensions.

Restorative Questions

For the pupil who caused harm:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen now to make things right?

For the pupil harmed:

1. What did you think when you realised what happened?
2. What have your thoughts been since?
3. How has this affected you or others?
4. What has been the hardest part?
5. What needs to happen to make things right?

Our Commitment

Every member of staff supports Restorative Practice by:

- Building positive relationships.
- Preventing problems through proactive teaching.
- Acknowledging positive behaviour.
- Supporting pupils with behaviour plans when needed.

Rules and Expectations

General Behaviour

- Follow staff instructions.
- Treat everyone with respect and kindness.
- Respect school property and the property of others.
- Move safely and calmly around the school.
- Show consideration and courtesy to pupils and adults at all times.
- Behave appropriately during school outings, after-school clubs and Homework Club.
- No Chewing Gum is permitted

Classroom Expectations

- Be ready to learn with the correct materials.
- Use good speaking and listening skills.
- Try your best and allow others to do the same.
- Keep your workspace tidy and present work neatly.
- Take good care of personal and classroom property.
- Show good manners at all times.
- Ensure your behaviour keeps the classroom safe for yourself and others.
- Cooperate with your teacher and classmates.
- Avoid any behaviour that disrupts teaching or learning (e.g., calling out, distracting others, persistent disruption).

Playground / Yard Expectations

- Play safely and fairly.
- Include others where possible.
- Stay within yard boundaries.
- Follow instructions from supervising staff.
- Keep the yard litter-free.
- Use respectful and appropriate language.
- Avoid rough or dangerous behaviour (e.g., fighting, kicking, pushing, spitting).
- Do not interfere with other pupils' play.
- Do not re-enter the school building during break without permission.
- Walk quietly to your line at the end of break.

Movement Around the School

- Walk at all times.
- Use the handrail on stairs.
- Walk quietly on the left in single file.
- Be mindful of classes working.

- Move calmly and safely between rooms and corridors.

Toilets

- Keep the area clean.
- Use toilets and sinks responsibly.
- Wash and dry hands properly.
- Do not waste paper or water.

Good Manners

- Greet staff politely.
- Knock before entering rooms.
- Stand back at doorways.
- Use courteous phrases such as “Go raibh maith agat” and “Gabh mo leithscéal.”
- Show respect to visitors and members of the school community.

Homework

- Complete homework neatly and carefully.
- Present written work without graffiti.
- If homework cannot be completed, send a note or Aladdin message.
- Parents should review and sign homework when required.

Home Time

- Leave only with staff awareness.
- Pupils walking home alone must have parental consent.
- Follow staff instructions when lining up and exiting the school grounds.

After-School Activities

- Show good behaviour at all times.
- Go directly to the activity location.
- Leave rooms tidy.
- Behave respectfully during Homework Club, SCP activities and SHERPA.
  SHERPA- Concerns regarding unwanted behaviours should be brought to the principal’s attention if they are likely to impact the classroom environment during school regular school hours.

School Tours / Outings

- Follow staff instructions at all times.
- Show good behaviour throughout the outing.
- Permission forms must be returned in advance.

Attendance & Punctuality

- Absences must be explained via note, Aladdin or email.
- Daily attendance and punctuality are required.

- Persistent lateness will be followed up.
- Parents must sign pupils out if collected early.

Lunches

- Bring a healthy lunch if.not availing of Hot Lunches provided in school
- Sit while eating.
- Do not interfere with another child's lunch.
- Tidy up and use bins correctly.
- Eat only at designated times.

Mobile Phones & Electronic Devices

- Personal electronic devices are not allowed in school.
- In exceptional cases (4th–6th class), phones must be switched off at the gate and handed to the teacher.
- Any misuse will result in confiscation and return only to a parent/guardian in line with AUP policy.

Uniform, Jewellery & Appearance

- Wear the full school uniform./ School tracksuit as in class timetable
- Jewellery is limited to small stud earrings and non-smart watches.
- No false nails, make-up or false eyelashes