

St. Brendan's N.S, Clonfert



CODE OF BEHAVIOUR

INTRODUCTORY STATEMENT

This policy was drawn up as a result of consultation between staff, pupils, Parents Association and Board of Management

RATIONALE

In order to comply with the *Education (Welfare) Act 2000*, our school reviewed our code of behaviour in accordance with the Guidelines publishing by the National Education Welfare Board.

Our code of behaviour is a set of programmes, practices and procedures

- ♦ For helping pupils in our school to behave well and learn well.
- ♦ To help our school community to encourage good behaviour and prevent unacceptable behaviour.
- ♦ To help our school community to work together for a happy, effective and safe school.

RELATIONSHIP TO SCHOOL ETHOS

St. Brendan's N.S. is a co-educational Catholic Primary School. As a Catholic School we endorse the Catholic ethos. We are a group of pupils, parents, staff and management who share a similar vision. We live out the Christian message by handing on the faith and Christian values. We cherish our pupils equally and recognising the uniqueness of each child, we work together so they may all reach their potential in all areas of the curriculum.

It is our vision that each child is nurtured so that he/she can develop his/her potential in a caring, stable secure learning environment where each child's talents are valued. We expect high standards of behaviour and demand a high level of care, respect and responsibility from the entire school community. It is our duty to maintain an effective learning environment for all, while supporting pupils whose behaviour presents a challenge to the teaching and learning process.

Vision Statement

We, the staff in St. Brendan's aim to

- ♦ Develop the whole child physically, intellectually, emotionally, creatively, spiritually and socially.
- ♦ Enable each child to develop in an open, happy, safe, stimulating and mutually respectful environment.
- ♦ Develop a love of learning and openness to lifelong learning.
- ♦ Develop as a social being who lives and co-operates generously with others and so contributes to the good of society.

Mission Statement

As a co-education Catholic Primary School the Board of Management, Staff and Parents of St. Brendan's are committed to the following mission by:

- ♦ Respecting the dignity of each pupil, staff member and parent
- ♦ Cultivating good relationships
- ♦ Being inclusive and being especially mindful of the disadvantaged and those with special needs

- ♦ By welcoming children from diverse, cultural and religious backgrounds
- ♦ Providing a holistic education, enabling each student to achieve their full potential
- ♦ Striving for excellence in all aspects of school life
- ♦ Promoting a sense of responsibility and a spirit of service and care
- ♦ Promoting justice and care for the earth and all of God's creation
- ♦ Being rooted in our local parish and wider community; being truly a resource for the local community and mindful of local needs. A sense of pride in being from/part of our community.
- ♦ Being open to alternative approaches to education especially for those who are most disadvantaged
- ♦ Engaging in reflective practice at all levels
- ♦ An cultúr agus an teanga gaelach a chothú agus a úsáid

The aim of our school is

1. To enable a child to live a full life as a child and to realise his or her potential as a unique individual.
2. To enable the child to develop as a social being working and cooperating with others and so contributing to the good of society.
3. To prepare the child for further educating and lifelong learning.

Goals of Policy:

- ♦ Creating a climate that encourages and reinforces good behaviour
- ♦ Creating a positive and safe environment for teaching and learning
- ♦ Encouraging pupils to take personal responsibility for their learning and their behaviour
- ♦ Helping young people to mature into responsible citizens
- ♦ Building positive relationships of mutual respect and mutual support among pupils, staff and parents
- ♦ Implementing our code of behaviour in a fair, just manner.
- ♦ Ensuring that our school's high expectations for the behaviour of all the members of the school community are widely known and understood.

POLICY CONTENT

This policy is related to Child Protection Policy, safeguarding statement and all curricular & administrative/organisational policies particularly Attendance Policy, Homework Policy, SPHE Policy, data protection Policy, Health and Safety Policy, Special Education Policy and Enrolment Policy.

A. UNDERSTANDING BEHAVIOUR

Staff, parents and pupils need to share an understanding of the factors that influence behaviour. Learning, relationships and behaviour are inextricably linked. The following are the principles of behaviour:

- ♦ Behaviour has a meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- ♦ Behaviour can be learned. This means it can change.
- ♦ Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- ♦ How staff and parents respond to a pupil's behaviour is critical in influencing the choices pupils make about how they behave.
- ♦ Effective teaching and learning are closely linked to good behaviour.
- ♦ Positive acknowledgment is a very effective way of influencing and promoting good learning behaviour.
- ♦ Staff try where possible to be pro-active in their approach to children's challenging behaviour
- ♦ The quality of relationships affects behaviour.
- ♦ Staff are aware of the factors that influence behaviour
 1. **Within-person factors:** Age, Personality, Experience, Skills, Medical issues, ability to learn etc
 2. **External and interpersonal factors:** family patterns and relationships, friends, community factors, status of different groups in society, school factors, etc

B. STANDARDS OF BEHAVIOUR EXPECTED IN OUR SCHOOL

Every member of the school community, staff, pupils, parents and Board of Management, has a role to play in the implementation of this code of behaviour.

We are all expected to support our **Golden Rules** which are

- Be gentle → Do not hurt anybody
- Be kind and helpful → Do not hurt people's feelings
- Work hard → Do not waste your or other people's time
- Look after property → Do not damage property
- Listen to people → Do not interrupt
- Be honest → Do not cover up the truth

By implementing these rules we hope to foster an atmosphere of respect for ourselves, respect for others and respect for property and to behave in a way which will uphold the good name of our school at all times.

Our school motto on our crest is 'Mol an óige' emphasizing the role of positive affirmation of good behavior. 'Treat others as you would like to be treated' is another mainstay that has been part of the culture of the school for generations.

THE BOARD OF MANAGEMENT

- ♦ Has a duty of care for the children attending the school
- ♦ Is aware of its obligations towards all members of the school community
- ♦ Ensures that the school is safe for pupils, staff and all other members of the school community
- ♦ Ensures that the school has a Code of Behaviour and Anti Bullying Policies that are regularly reviewed

STAFF

Our staff adopts a teamwork approach to behaviour in the context of our school ethos. We have adopted a whole school approach to curriculum classroom management. We as a staff believe that an inclusive and engaging curriculum promotes valuable learning and positive behaviour.

Staff have the right to expect

- ♦ To teach in a safe, well-maintained physical environment, relatively free from disruption
- ♦ To receive support and co-operation from colleagues, ancillary staff and parents in order to achieve the school's aims and objectives
- ♦ To access appropriate support services to cater for the psychological, emotional and physical needs of the pupils where and when available
- ♦ To be listened to, and to participate in decision-making which affects their own work and that of the school in general
- ♦ To teach in an atmosphere that encourages and facilitates professional development from various support agencies

Staff are expected to

- ♦ Support and implement the schools Code of Behaviour
- ♦ Be cognisant of their duty of care
- ♦ Create a safe, welcoming environment for each pupil
- ♦ Develop and nurture a sense of self-esteem in each pupil
- ♦ Facilitate pupils to reach their full academic potential
- ♦ Recognise and provide for individual differences
- ♦ Be courteous, consistent and fair
- ♦ Keep a record of serious misbehaviour or repeated instances of misbehaviour
- ♦ Provide support for colleagues
- ♦ Be responsible for school resources
- ♦ Communicate regularly with parents
- ♦ Be willing to use respectful ways of resolving difficulties
- ♦ Abide by the Professional Code of Conduct as set out by the Teaching Council

PARENTS/GUARDIANS

Parents and Guardians have the right to expect to

- ♦ Be treated with respect
- ♦ Have a safe, welcoming environment for their children
- ♦ Obtain recognition of individual differences among pupils, having due regard for the resources that are available
- ♦ Have fair and consistent school procedures
- ♦ Communicate with teachers on matters of mutual interest or concern
- ♦ Receive progress reports e.g. informal meetings, parent teacher meetings, end-of-year report
- ♦ Receive information on school policies and procedures

Parents/Guardians are expected to

- ♦ Be familiar with and support the Code of Behaviour and all school policies
- ♦ Encourage their children to follow our code. Our school code requires children to:
 - a) behave in a responsible manner towards themselves and others, showing consideration courtesy and respect for other pupils and adults at all times
 - b) show respect for the property of each individual and of the school at all times
 - c) behave in a way which will uphold the good name of the school at all times
- ♦ Ensure that children attend school punctually. School begins at 9.20 am, Junior and Senior Infants go home at 2.00 pm. Parents are reminded that senior classes are still at work and that the children will be walked out by their class teacher to the front gate. We ask that all parents walk to the gate to collect their child from the Teacher. Pupils in First Class up to Sixth Class go home at 3.00 pm. In the interest of safety, children are not allowed to walk on the school wall while entering and exiting from school grounds. When cycling children walk their bike in from gate and must wear helmet and hi vis vest. We would also ask that parents don't park on the grass verge opposite the school where the bus pulls in. **The Board of Management does not take responsibility for children in the school yard before 9.00 am or after 3.00 pm unless they are attending extra-curricular classes.**
- ♦ Ensure that their child is wearing the full school uniform at all times. If they can't wear their school uniform for some exceptional reason children are asked to bring a note to their teacher to explain this.
- ♦ Ensure children have fully equipped pencil cases, necessary extra books e.g. dictionary, Atlas where required, indoor shoes/slippers. We would ask all parents to label pupil's coats and all other personal belongings
- ♦ Be interested in, support and encourage their children's school work.
- ♦ Sign homework notebook when requested and keep an eye on homework journals
- ♦ Provide a healthy lunch in accordance with the Healthy Eating Policy.
- ♦ Ensure that children attend school regularly. According to the Education Act 2000 parents are obliged to notify the school if their child is absent, preferably in writing. If a child is absent for over 20 days, the school is obliged to report to the National Education Welfare Board.
- ♦ Communicate to the school problems which may affect a child's behaviour please.
- ♦ Co-operate with teachers in instances where their Child(ren) is causing difficulties for others
- ♦ Be willing to use respectful ways of resolving difficulties

PUPILS:

Pupils have the right to expect to

- ♦ Be treated fairly, consistently and with respect
- ♦ Learn and be educated in a relatively disruptive free environment
- ♦ Be safe from bullying and abuse
- ♦ Have their individual differences recognised and catered for
- ♦ Have positive behaviour affirmed

All children are expected to follow the GOLDEN RULES and the following SCHOOL & PLAYTIME RULES which they devised themselves and are revised each September by the 6th class. They are reminded of these important rules at Assemblies in September. 'Treat others as you would like to be treated yourself' has been a starting point for good behaviour in the school for a long period and encompasses the Christian values we aim

to pass on to the pupils. Our rules are reviewed regularly in the interest of the health, safety and happiness of all the children in our care at staff meetings.

1. GOLDEN RULES-Treat others as you would like to be treated yourself

There are six **Golden Rules** in our school. If the children strive to keep the Golden Rules during the week, they are rewarded with rewards systems in our classrooms. Good behaviour is rewarded in many ways, each week a student receives a star of the week cert that allows them an evening off homework to use when they wish. The star of the week is awarded at our weekly Assembly on Friday afternoons. Positive and negative behaviours are highlighted by the principal at assemblies

The following are our six Golden Rules;

- Be gentle Do not hurt anybody
- Be kind and helpful Do not hurt people's feelings
- Work hard Do not waste your or other people's time
- Look after property Do not waste or damage things
- Listen to people Do not interrupt
- Be honest Do not cover up the truth

2. SCHOOL RULES

1. Food

- No nuts of any kind are allowed. It is good practice to leave them at home as it is becoming quite common
 - Drinks are not allowed in the school yard.
 - Children are required to bring nutritious lunches according to our Healthy Eating Policy
 - Chewing gum, crisps, fizzy drinks and glass bottles are not allowed in the school
2. Pupils must be punctual at all times. School begins at 9.20 am. Our small break is at 11a.m Afternoon classes begin at 1.00 pm. Junior and Senior Infants go home at 2.00 pm. Pupils in First Class up to Sixth Class go home at 3.00 pm. ***The Board of Management does not take responsibility for children in the school yard before 9.00 am or after 3.00 pm unless they are attending extra-curricular classes.***
3. The following is an example of behavior strictly forbidden:
Shouting and running within the school building, loitering, vandalism, littering, rudeness, giving cheek, bad language, name calling, rough play, kicking, punching, throwing stones, scratching or scraping. (not an exhaustive list)
4. All types of bullying are unacceptable and strictly forbidden.

5. Uniform

- The correct full school uniform must always be worn with suitable, safe, flat footwear.
 - Long hair should be tied back or at least kept in such a way as not to cause distraction falling across the face or eyes.
 - Make-up is strictly forbidden.
6. Indoor slippers/runners must be worn in the classrooms.

7. Jewellery must be kept to a minimum.

- Only small safe earrings are acceptable i.e. studs, sleepers. No large hoops or long dangling earrings are allowed.
- Nose jewellery is strictly forbidden.
- Long necklaces or chains are not allowed.
- Nails should be kept short. Long/False nails are forbidden.

8. Appropriate gear must be worn for Physical Education when required. Children must have a full change of clothes for hurling, camogie rugby etc. on days for the coach. To play on the grass at break time the child should bring in a spare tracksuit pants to save their uniform.

9. Children who have been absent from school must bring a written explanation to the teacher/principal.
10. Children must follow the safe route in and out of the school grounds, i.e. to enter through the stiles/gate, to follow route set out by their teacher. Line up in the evenings and leave in a civilised manner.
11. During school hours children are not allowed to leave the school premises without permission from parents. We would ask parents to come to the office on the days our secretary is there, if she isn't there parents are asked to collect their child at the classroom door.
12. Children are not allowed into the school building during playtime without permission.
13. All types of mobile phones are forbidden during school hours. If a child needs a phone for after school they can be left in the office until 3.00 p.m. If a child deliberately brings a phone to school to use, it shall be confiscated and will be only returned to a parent/guardian.
14. Care for and return all books on loan at the end of the school year
15. Do not enter adjoining property without permission e.g. to get a football that has gone over the wall etc.

Pupils should

- ♦ Come to school every day and be on time
- ♦ Wear the full correct uniform and suitable shoes
- ♦ Bring the correct books, copies, indoor runners and PE clothes. Leave all valuables at home, including mobile phones.
- ♦ Walk quietly in their class line when entering and leaving the school building. Walk quietly inside the school building
- ♦ Enter and leave the school through the yard doors. Be mindful of closing or unhooking doors to latches for safety reasons.
- ♦ Seek permission from staff before entering the building during playtime in the yard
- ♦ Work quietly and do their best at all times
- ♦ Complete assigned homework, oral, practical and written.
- ♦ Listen to, obey and be polite to the school staff
- ♦ Behave in a kind, caring, gentle and respectful way at all times
- ♦ Treat all visitors to the school with respect
- ♦ Respect their own belongings and that of others
- ♦ Respect all school property.
- ♦ Keep the school clean and tidy and follow the Green School Code
- ♦ Bring a written explanation to the teacher as to why they were absent
- ♦ Eat a healthy lunch. Nuts of any kind are not allowed. No drink is allowed in the yard. Chewing gum, crisps, fizzy drinks and glass bottles are forbidden.
- ♦ Ensure long hair is tied back or kept in such a way as not to cause distraction across the face or in the eyes. No hats, gloves (fingerless) or bandanas are worn in class unless permission granted from the teacher
- ♦ No ball play in morning before school starts.
- ♦ Gear must be dropped in shed/changing rooms
- ♦ Small balls – e. g Pingpong not allowed
- ♦ For safety reasons keep their jewellery to a minimum (Large hoop and long dangling earrings, long necklaces and facial piercing are forbidden). Nails should also be kept reasonably short

Pupils should not

- ♦ Be hurtful to others
- ♦ Shout, be rude, give cheek, use bad language, name call, start rumours, threaten (not an exhaustive list)
- ♦ Play roughly, hit, kick, scratch, spit, bite (not an exhaustive list)
- ♦ Bully others. All types of bullying is forbidden
- ♦ Steal
- ♦ Leave the school premises during school hours without permission of parents/teachers

3. PLAYTIME RULES

Pupils should

- Respect the 5th and 6th class helpers
- Not run around the classroom
- Include other pupils in games and activities
- Take turns and play fairly
- Stay off the grass area when requested and not cross the red line into, or out of the junior area. Stay in your designated play area unless given permission to play elsewhere
- Not enter the school premises without permission from staff. The junior room have a partner procedure to avoid someone being left on their own in the classroom. One child waits at the classroom door for the child that has gone into the school.
- Freeze/stop games on first bell and walk quietly into their class line on the second bell or teacher's instruction. Children should walk to their lines to avoid collisions
- Enter and leave the building in their class line

Our positive school ethos is based on the quality of relationships between Board of Management, staff, parents and pupils. As outlined above our whole school approach includes the rights, responsibilities and expectations of the whole school community.

C. PROMOTING GOOD BEHAVIOUR

Promoting good behaviour and preventing inappropriate behaviour are the main goals of our code. We the teachers and staff use the following **strategies**:

- ♦ Give the pupils responsibility and involvement. Empower the children
- ♦ We understand why the code is important and our part in making it work
- ♦ We can see that the code works in a fair way
- ♦ Our standards set high expectations for our pupil behaviour and they are clear, consistent and widely understood
- ♦ We encourage parents to support the school in promoting good learning behaviour
- ♦ We aim to create a happy school atmosphere
- ♦ We model good behaviour
- ♦ We have very clear school and class routines
- ♦ We give children clear boundaries and rules (Golden rules, school rules and playtime rules)
- ♦ We help pupils to recognise and affirm good learning behaviour
- ♦ We recognise and give positive feedback about behaviour
- ♦ We adopt a variety of activities and methodologies to sustain pupil interest and motivation
- ♦ We teach the children skills to manage their own behaviour and respond appropriately. The SPHE Curriculum is implemented in each class.
- ♦ We help pupils with special educational needs to understand and observe the code and have strategies in place.
- ♦ We have a clear system of acknowledging and rewarding good behaviour, and sanctions for misbehaviour is adopted throughout the school

REWARDS

Reward systems are used as an overall school or class strategy, or form part of a planned intervention to help an individual pupil to manage their own behaviour. Rewards for pupils with special needs take account of their particular learning style.

Staff are aware that rewards motivate the pupils when:

- ♦ They are meaningful
- ♦ The pupils understand what the reward is given for
- ♦ They acknowledge behaviour that is valued
- ♦ They are closely linked in time to that specific behaviour
- ♦ They are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors

- ♦ They are given for effort and not only for achievement
- ♦ They are used consistently and by all staff
- ♦ They are used in an inclusive way

Rewards are used in the following way

- Reward appropriate behaviour as soon as possible
- Make the rewards small, and attainable
- Make the rewards cooperative (i.e. Encouraging the class to work together for a reward)
- Never take back a reward, sanctions are in place for this. Points or stars can be deducted however as part of a rewards system.
- Use the element of surprise (e.g. By giving a reward unexpectedly at assembly)

Teachers endorse some of the following **Reward Strategies**

- Praise
- Written comments on work
- Stickers, badges, ink stamps and stars, etc.
- Class dojo points, coupons for star of the day
- Work displayed in classroom, corridors, notice boards or website
- Raffle tickets
- Treats
- Prizes
- Certificates
- Homework Pass
- Assemblies
- Astro-Turf trips
- Share chair
- Going to the other classroom display work or affirm good behaviour

D. RESPONDING TO INAPPROPRIATE BEHAVIOUR

Our school adopts the following **problem solving approach** to inappropriate behaviour:

- ♦ We gather information in order to understand the context and factors that may be affecting behaviour.
- ♦ We generate ideas about possible solutions that take account of the reasons why it may be happening
- ♦ We decide and agree on specific strategies
- ♦ We implement the agreed strategy consistently
- ♦ We review progress by evaluating the impact and effectiveness of the intervention
- ♦ We keep the relationship with the pupil as positive as possible, involve the pupil and parent (where necessary)

We have adopted the following **whole school strategies**:

- ♦ We have agreed ways of describing behaviour, e.g. school and class rules. Yellow and red card system in operation on agreed common classroom misbehaviours
- ♦ We have arrangements for recording behaviour, e.g. children's files on computer (Aladdin software which is GDPR compliant and secure), incident books, end of year school reports, children's locked files in the office for child protection issues.
- ♦ We apply the following ladder of intervention:
 - Support for all** - Most pupils behave appropriately with consistent, clear rules and routines. Minor misbehaviours are attended to by the class or yard teacher
 - Additional support for some pupils** – Some pupils need more active intervention to help them to manage their behaviour. Otherwise they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions include, referral to another teacher who can work with the pupil (re-tracking programme), set targets for behaviour (behaviour contracts) and monitor the pupil in a supportive way.
 - Specialised support for a small minority of pupils** - A small minority of pupils may show particularly challenging behaviour. They do not respond to low-level interventions and will need a sustained and

systematic response involving school and home. The Principal may need support to assist in responding to pupils with behavioural difficulties, e.g. National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services.

- ♦ Minor, serious or gross misbehaviours will be judged by the teachers and/or the Principal based on the common sense approach with regard to the gravity or frequency of such misbehaviours. The application of sanctions is a staged approach, which means that initially misbehaviour is dealt with by the class or yard teacher by way of warning or advice but if it is more serious or persistent the Principal will be involved and finally the parents.

SANCTIONS

A sanction is a form of positive intervention. It is a part of a plan to change behaviour. A sanction is used in a respectful way that helps pupils to understand the consequences of their behaviour and take responsibility for changing that behaviour. Its purpose is to bring about a change in behaviour by:

- ♦ Helping pupils to learn that their behaviour is unacceptable
- ♦ Helping pupils 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
- ♦ Prevent serious disruption of teaching and learning
- ♦ Keep the pupil, or other pupils or adults, safe

Sanctions are necessary to register disapproval of unacceptable behaviour. In imposing sanctions, it is the behaviour, which is unacceptable and not the individual. All staff have agreed sanctions and apply them in a fair and consistent way. Sanctions are proportionate to the nature and seriousness of the behaviour. Decisions about the use of sanctions distinguish between minor and serious misbehaviour. The seriousness of a particular behaviour will depend on several factors besides the actual behaviour, for example:

- ♦ The age, ability, special needs factor
- ♦ The frequency, duration and persistence of the behaviour
- ♦ Whether it is part of an escalating pattern of poor behaviour
- ♦ The context of the behaviour

COMMON MINOR MISBEHAVIOURS

- Swinging on chairs
- Shouting/answering out of turn
- Fidgeting with pencilcases, crayons, etc
- Running around the classroom/school
- Not staying in the lines
- Taking, touching, commenting on others food
- Fighting in the line over place
- Dumping lunch
- Constant talk
- Out of seats
- Interrupting
- Taking things belonging to others
- Not tidying up
- Writing in each others copies
- Tale telling
- Bossing excessively
- Writing on tables
- Splashing in the yard
- Leaving food around
- Shouting in people's faces

- Not wearing uniform

SANCTIONS

- Verbal reprimand
- Reasoning with Pupil
- Time out age appropriate 'Sin Bin' in the yard
- Make child apologise
- Badly Presented Work May Have To Be Redone
- Incomplete Work May Have To Be Completed
- Take stars/points from Class Star List /Not getting a sticker for their sticker chart at the end of the day – Junior Room
- Misbehaviour recorded in homework notebook Indoor recreation sanction – To tell a child to sit/stand in another area of the classroom
- Outdoor recreation sanction - To tell a child to stand in the 'sin bin' which is a specific area of the school yard for time out
- Speak to parent if misbehaviour is constant

SERIOUS MISBEHAVIOURS

- Spitting/biting
- Hitting/fighting
- Bad language/inappropriate language
- Name calling
- Throwing things
- Stealing
- Defiance
- Shouting in people's faces
- Excluding children
- Discrimination
- Bullying
- Lying to get others in trouble
- Not doing homework consistently
- Throwing furniture
- Punctuality
- Not doing homework/getting homework diary signed when asked
- Fighting
- Use of illegal substances

EXTRA SANCTIONS

- Remove from group
- Change seating arrangement
- Moved to another classroom to work for a short period of time
- Detention
- Completion of Thinking about my Behaviour form
- Completion of Thinking about my Behaviour Form to be signed by parent
- Behaviour contract drawn up between teacher, pupil and parents/guardians
- Supervised detention during school hours- There will be a note home to alert parents that their child has received detention for the third time
- Parents invited to meet with relevant teacher and/or Principal
- Internal suspension, Moved to another classroom for a period of time up to a maximum of 3 days
- Referral to Principal
- Formal Report To The Board Of Management

- Suspension
- Extra Individual Behaviour/Reward System – to deal with recurring misbehaviour. The pupil may have an extra individual behaviour /reward system that will be discussed and agreed upon with the child's parents. An example of such a system would be – a pupil earning a small reward at small break/lunch/at the end of the day to reward positive behaviour. The type of system would depend on the age of the child.

If bullying behaviour is reported by pupil/s the following procedure applies that are in greater detail in our anti bullying policy:

1. Teacher listens and assesses the nature of the problem.
2. Teacher questions all children involved individually and records information.
3. Children may be asked to write down their account of what happened
4. Teacher can speak to a group where necessary
5. Teacher tries to resolve the situation.
6. Teacher reports incident to the Principal.
7. Children concerned are subsequently monitored closely in class and during recreation periods.
8. If problem persists, the children are informed that their parents will be requested to attend a meeting.
9. The relevant parents attend a meeting with the Principal and teacher/s. Parents are informed of incidents.
10. A meeting/a phone call will follow with the parents and the relevant teaching Staff to review progress and ensure that bullying behaviour has been stopped.
11. **If bullying behaviour is reported by a parent**, parent is required to make an appointment to meet the class teacher or the Principal. The procedure from no. 2 above will be followed.

MOBILE PHONES

1. If a child comes to school with a mobile phone that he/she needs after school:
 - ♦ The child can place the phone in the office before school and collect it at 3.00 p.m.
 - ♦ If a child is found to have a phone secretly/deliberately in school during school hours it will be confiscated immediately.
 - ♦ Teachers will ask child/parent/guardian to delete data (photographs or recordings) taken within the school environment.
 - ♦ Mobile phones will only be returned to parents in this case.
2. Staff are allowed use of mobile phones in class in case of an emergency and for educational purposes.

E. IMPLEMENTING THE CODE OF BEHAVIOUR

Procedures to implement this policy:

- ♦ Each year all new parents are given access to a copy of the Code of Behaviour. They are requested to revise rules with their child and to complete a form stating that they are willing to support our policy.
- ♦ In September pupils and teachers devise their own classroom rules.
- ♦ Our Golden Rules and school rules are clearly displayed in all classrooms and on the notice boards
- ♦ A copy of the rules are made accessible to parents
- ♦ The children are reminded of the school rules on a regular basis in each classroom and also at assembly by the principal. At the beginning of each term the Principal and staff bring similar age groups together to go over the rules in a formal manner.
- ♦ Children with Special Educational Needs are expected to adhere to the code of discipline but may need help to learn appropriate behaviour & skills. Staff will check regularly that these pupils can understand the rules. They will help them to understand the purpose of a sanction and the reason for unacceptable behaviour. Some children may need visual prompts or pictures and may need to practice observing the rules with feedback on their progress
- ♦ Parents are encouraged to share information about anything that might affect a pupil's behaviour in school and to communicate any concerns they may have about a pupil, and explore ways of helping the pupil. **We would ask parents to relay information to the class teacher/principal if their child confides in them about concerns they may have for another child. All teachers have strict procedures to follow in this case.**

- ♦ Teachers alert parents to early warning signs about their child's behaviour, so that ways of helping the child can be discussed and agreed
- ♦ The Code of Behaviour is reviewed regularly at Staff Meetings in light of incidences that may arise.
- ♦ A clear system of acknowledging and rewarding good behaviour, and sanctions for misbehaviour is adopted throughout the school
- ♦ Teachers adopt classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- ♦ Teachers can influence attitudes to unacceptable behaviour, in a positive manner through a range of curricular initiatives, e.g. Stay Safe Programme, English, Art, Drama, Religious Education or Physical Education, Circle Time etc.
- ♦ Pupils involved in bullying need assistance on an ongoing basis. They need help to learn other ways of meeting their needs without violating the rights of others. Opportunities are provided for them to participate in activities designed to raise their self-esteem and to develop their friendship and social skills. Learning strategies applied within the school allow for the enhancement of the pupil's self-worth.
- ♦ Children are supervised by staff at all times. A supervision rota is in operation for recreational times. The Special Needs Assistants monitor closely the children assigned to them, this is not applicable to Clonfert NS at the present time.
- ♦ All staff are aware of children with behavioural difficulties.
- ♦ The following are the routines for recreation periods

OUTDOOR RECREATION

- A. Junior, Senior Infants and 1st play in the area in front of the open shed and marked by red lines in the yard. 2nd up to 4th play in the strip of the yard remaining between the junior room area and the basketball court area. 5th and 6th class play in the basketball court area of the yard. This can be subject to change at the discretion of the yard teacher due to certain classes not being on the yard, areas being free of children or weather. Games are painted on both yards. Playground games have been taught to children. Children are provided with class skipping ropes. Children can bring in their own skipping ropes if they wish. Senior classes can play basketball and ball games if weather allows. Rugby ball may be passed to each other but not kicked and if a contact game is played unsupervised in the yard it will be stopped. E.g. Contact bulldog is forbidden. e.g. Red Rover, Dodgeball
- B. Children are supervised by one or two staff members in both yards depending on need and staff numbers as we have 4 teachers. Our shared SET teacher is only required to do supervision in her own school. Classroom helpers from 5th and 6th class help out with supervision of games on a rota based system.
- C. Pupils who are ill should be kept home if not fit for school but in exceptional cases children will be allowed to stay in the classroom with a helper and the door open. The school do not have the staff numbers to supervise both in the yard and the classrooms simultaneously
- D. If a child is injured in the yard, first aid is provided by staff in the yard or in sick bay (first aid station is in the office) depending on injury
- E. Children are allowed to use the toilets with permission from staff

INDOOR RECREATION

If the children are having indoor recreation, Middle and Junior classes are given activities such as Colouring, jigsaws, play board games, watch IWB as directed by the class teacher. Activities are suggested to the more senior classes. The senior pupils assist the staff with the junior classes during lunch time and indoor recreation. Certain arrangements are made for children who have behavioural problems, medical problems or special needs during the above periods, e.g.

- buddy system,
- or a child may go to another classroom for this period

NOTING, REPORTING AND RECORDING OF UNACCEPTABLE BEHAVIOUR

- ♦ Teachers will record incidences depending on the seriousness of the misbehaviour, i.e. the misbehaviour, sanction imposed, interventions tried and pupil response

- ♦ Some children with Special Educational Needs who have behavioural problems will be monitored and interventions will be recorded in the Individual Education Plan if necessary
- ♦ For indoor and outdoor recreation teachers make a record of incidents. If a child misbehaves, child is sent for time out in the 'Sin Bin'. Child's name is recorded on file. Class teacher is informed of incident. If child's name appears in the Incident record file a number of times, class teacher informs Principal. Parents may be notified.
- ♦ If an accident occurs of a serious nature, teacher informs Principal and it is recorded
- ♦ If an incident occurs of a serious nature, teacher reports to principal and records incident in the Incident file
- ♦ If a child is misbehaving on a regular basis, the principal is informed and parents may be contacted
- ♦ At Reception Meeting/open day all new families are informed of the Complaints Procedure. Parents are reminded again at our AGM and the first meeting of the Parents Council (See Appendix)
- ♦ Parents/guardians are encouraged to contact the teacher or the principal regarding incidents of unacceptable behaviour.
- ♦ After investigation parents and staff will work together to support the child in behaving responsibly.
- ♦ All reports are noted, investigated and dealt with by relevant staff. Staff monitor and make every effort to resolve the situation.
- ♦ Non-teaching staff are encouraged to report incidents witnessed by them and may be asked to record
- ♦ Serious cases of misbehaviour by pupils will be referred and dealt with immediately by the principal and the teacher concerned.
- ♦ Board of Management is informed of serious incidents which are recorded in the Board of Management Minutes Book
- ♦ Formal written records are also kept of pupils on suspension i.e.
 - a) The investigation (including notes of all interviews held)
 - b) The decision-making process
 - c) The decision and the rationale for the decision
 - d) The duration of the suspension and any conditions attached to the suspension
- ♦ Principal keeps records of children who are suspended and expelled.
- ♦ Principal notifies Education Welfare Officer if there is an intention to expel a child
- ♦ All records are kept safe and secure. They are kept accurate and up to date.
- ♦ According to the Education Act 2000 parents are obliged to notify the school if their child is absent. They are asked to inform the school by letter or by word of mouth. When a parent fails to notify the school.

F Suspension and Expulsion

A teacher may communicate minor incidents of a one off nature to parents/guardians through use of the child's homework journal.

In cases of repeated serious misbehaviour or a single incident of Gross Misbehaviour, parents will be involved from an early stage and invited to meet the class teacher/ principal to discuss the child's behaviour.

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

The following procedures are used:

1. A teacher will record incidents of misbehaviour (another teacher may be involved)
2. A report to the Principal or Deputy/Assistant Principal acting on behalf of the principal.
3. Meeting with parents/guardians and the school.
4. A report to the Board of Management for serious issues/recurrent misbehaviour.

For serious gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Suspension should be a proportionate response to the behaviour that is causing concern. A student may not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

AUTHORITY TO SUSPEND:

The Board of Management has the authority to suspend a student. The Board of Management may delegate this authority to the Principal.

PROCEDURE FOR SUSPENSION:

1. Where a preliminary assessment confirms serious misbehaviour, the school will:
 - Inform the student and parents about the complaint
 - Explain how it will be investigated and that it could result in a suspension
 - Give parents/guardians and students an opportunity to respond to the complaint
2. If parents/guardians fail to respond/attend the school will make contact again
 - To explain the seriousness of the allegation and to reschedule a meeting

To make clear a decision on the matter will be reached whether or not they attend or respond.

3. The Board of Management will consider all of the details that come to light as a result of the assessment of the situation and will consider whether or not to impose a suspension. Should a suspension be imposed the principal will notify the parents/guardians and the student in writing of the decision to suspend. The following will be outlined:
 - The period of suspension
 - The dates the suspension will begin and end
 - The reason for the suspension
 - Any study programme to be followed
 - The arrangements for returning to school including commitments to be entered into by students and parents/guardians.
4. A Behaviour Contract on reintegration to be set out stating the:
 - Student's responsibilities
 - Parent/guardian responsibilities
 - School responsibilities
 - Other outside agencies responsibilities

Removal of Suspension (Reinstatement)

- The school will put together a plan to re-integrate the student following the suspension
- Parent(s) must give a satisfactory undertaking that 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 other pupils or staff
- Where possible a member of staff will be appointed to support the student during this time
- To deal with anger or resentment regarding the suspension
- To address the need to catch up on work missed
- To address the concerns of the victim

IMMEDIATE SUSPENSION:

In certain circumstances immediate suspension may be considered by the principal. This has been sanctioned by the Board of Management. In such cases a preliminary investigation will indicate the need for suspension.

- Parents/guardians will be notified and arrangements made to collect the student from school
- A formal investigation will begin immediately following the suspension
- All of the procedures for normal suspension will apply to immediate suspension

RECORDS:

Formal written records shall be kept of:

- the investigation (including notes of all interviews held)
- the decision making process
- the decision arrived at and the reasons for this
- the duration of the suspension and any conditions attached.

REPORTS:

- The Principal shall report all suspensions to the Board of Management including the reason for and the duration of the suspension.
- The Principal shall report suspensions to the NEWB (National education Welfare Board) in accordance with the NEWB reporting guidelines (Education Welfare Act, 2000, Section 21 4(a))

DURATION OF SUSPENSION:

A student may be suspended for 3 days and up to 5 days in exceptional circumstances. If a suspension for more than 3 days is proposed by the principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

APPEALS:

- The Board of Management shall offer an opportunity to appeal a principal's decision to suspend a pupil.
- In the case of decisions to suspend made by the Board of Management, the parents/guardians shall be advised of their right to make an appeal to the patron.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.
- At the time when the parents/guardians are being formally notified of such a suspension, they shall be told about their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the Education Act 1998, and shall be given information on how to lodge an appeal.

EXPULSION

The Board of Management has the authority to expel a student. Procedures will be followed according to the Education (Welfare) Act 2000. Before Expulsion is considered the school shall have taken significant steps to address misbehaviour and avoid expulsion. Expulsion will be a proportionate response to the student's behaviour.

PROCEDURES:

Step 1:

A detailed investigation carried out under the direction of the Principal. The Principal will

- Inform the student and their parents/guardians about the complaint
- Explain how it will be investigated and that it could result in expulsion.

Give parents/guardians and the student an opportunity to respond to the complaint.

Step 2:

A recommendation to the Board of Management by the Principal. The Principal will:

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the complaint; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parents.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents that they can make a written and oral submission to the Board of Management.

- Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3:

Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

- Where the Board of Management decides to consider expelling a pupil, it will hold a hearing.
- At the hearing, the Principal and the parents will put their case to the Board in each other's presence.
- Each party will be allowed to question the evidence of the other party.
- The Board of Management will be impartial between the Principal and the student.

Step 4:

Board of Management's actions following the hearing

- Where the Board of Management is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. Parents of the student will be informed of this.
- The student will not be expelled before the passage of twenty school days from the date on which the EWO receives the written notification

Step 5:

Consultation arranged by the Education Welfare Office

- Consultations will take place with the EWO.
- The Board may consider it appropriate to suspend a student during this time if there is the likelihood that the presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6:

Confirmation of the decision to appeal.

- Where the twenty-day period following notification to the EWO has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board will notify the parents immediately that the expulsion will now proceed.
- Parents will be informed about the right to appeal.
- A formal record will be made of the decision to expel the pupil.

APPEALS

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29)

IMPLEMENTATION

- The principal, deputy principal and teaching staff shall ensure the consistent implementation of the School Code of Behaviour, review it, and propose amendments if and when necessary.
- The pupils will abide by the Code of Behaviour and contribute to its changes, when appropriate, in the context of SPHE.

ROLES AND RESPONSIBILITY

Our Code of Behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.

- ♦ Parents are requested to read policy and to sign a statement stating that they are going to comply with the code of behaviour in enrolment form.
- ♦ Parents are requested to remind their children of rules, a copy of rules will be made assessable each year
- ♦ Teachers will implement the policy
- ♦ Staff and Principal review this policy regularly. If there are any areas of concern for parents, Parents Council will be consulted. Any amendments are ratified by the Board of Management.
- ♦ This policy will be reviewed in the light of incidences that may occur

SUCCESS CRITERIA

- ♦ Observation of positive behaviour in class rooms, playground and school environment
- ♦ Practices and procedures listed in this policy being consistently implemented by teachers
- ♦ Feedback from teachers, parents, pupils and Board of Management
- ♦ Staff meetings are held regularly.
- ♦ Parent/teacher meeting will take place once a year and informal meeting will take place during the year if necessary.
- ♦ A school report is sent home to every pupil at the end of the school year.
- ♦ Whole school Evaluations take place every few years.
- ♦ Our Whole School Self Evaluation takes place every year at our first staff meeting.

CONCLUSION

- ♦ Standards and rules contained in our Code of Behaviour apply in any situation where the pupil, although outside the school is still the responsibility of the school, e.g. Tours, Sporting Events, Music Events, Science Trips, Table Quiz Events and any other extra-curricular activities

Monitoring Procedures

The Board of Management have ratified this policy on 26/02/2019 and will be reviewed the light of incidences, challenges and on-going good practice.

Signed:

Fr. D. McInerney **Date:** 26/02/2019
Chairperson, Board of Management

Signed:

N. Kelly **Date:** 26/02/2019
(Principal)