

Code of Behaviour Policy



Code of Behaviour

ST. JOSEPH'S NATIONAL SCHOOL, GRANAGH

1. Introduction

The purpose of this Code is to achieve a happy, secure and well-ordered environment in which pupils can develop to their full potential. To achieve this aim, it is necessary to provide a framework, which promotes constructive behaviour and discourages unacceptable behaviour. Every effort is made by staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement can be utilized by teacher. This in the long run gives the best results.

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of **St. Joseph's National School, Granagh** has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school during all school activities;
2. The whole school approach in 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;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

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

2. POLICY FORMULATION

St. Joseph's National School decided to review its Code of Behaviour including Anti Bullying Policy because:

- The existing policy is due for review and amendment
 - It is a requirement under DES Circular 20/09.
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3. AIMS & OBJECTIVES OF THE CODE

The ethos of our school supports a strong sense of community between the school, Board of Management and the parents/guardians, as well as the cultivation of a mutual relationship of respect between staff, pupils and parents/guardians.

The aims and objectives of the code are:

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

4. WHOLE SCHOOL APPROACH

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by, the principal, teachers, ancillary staff and parents in the review and operation of the Code.

5. STANDARDS OF BEHAVIOUR

General School Behaviour / Rules

Punctuality and Attendance:

- Pupils arriving at school between 9:00 am and 9:20am must go directly to their own classroom.
 - Each pupil is expected to be in school at 9:20am for assembly. Ball games are not allowed before school begins at 9:20am. Pupils need to be collected promptly at home time- 2pm for the Junior and Senior Infants, 3pm for the rest of the school. Pupils may not re-enter the school building after 3pm, unless accompanied by a teacher.
 - Pupils awaiting collection by the bus must adhere by the school rules at all times.
 - Pupils are expected to attend school regularly and not miss days without good reason.
 - Any pupil who is absent (full day or half-day) will give a written explanation to the teacher in charge of his/her class. Notes should be dated and signed.
 - No pupil is allowed to leave the school premises on any condition during school time (this applies to all break times), except where the school has received a written request from the
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parents and/or where permission has been given by a teacher. Parents will be contacted immediately upon discovering a pupil has left the school premises without permission.

Manners and Courtesy:

- Each pupil is expected to be well behaved and to show due consideration for other pupils and adults.
- Each pupil is expected to be aware of her/his own dignity and the dignity of others through encouraging habits of hygiene and cleanliness and respect for the rights of others.
- Each pupil is expected to have respect for the truth.
- Each pupil is expected to recognize the variety of differences between pupils and the need to be accepting of these differences.
- Pupils are expected to use polite language at all times. Bad language and swearing are forbidden. Derogatory, racist, homophobic or sexist language should never be used.
- Pupils shall show respect, consideration and courtesy to all members of the staff, visitors and to each other.
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, parents and pupils.
- Pupils are expected to accept the teachers authority and responsibility and his/her right to teach and impose sanctions on those who behave inappropriately
- Bullying will not be tolerated in any form. Pupils are encouraged to report incidents of intimidation, harassment, isolation, name-calling, threats etc to their class teacher, yard supervisor or the Principal if an unpleasant incident occurs. (See the Anti Bullying Policy)

Property/School Grounds:

- Each pupil is expected to show respect for property, both personal and communal, in the school and in his/her environment.
- All school property and equipment must be treated with care and respect. The defacing of school property by any pupil will be treated as a very serious offence. Parents are liable for any damage caused by a pupil who abuses or defaces school property.
- In relation to pupils cycling to/from school, the school is not responsible for anything that happens outside the school grounds. The safety of children cycling to and from school is the responsibility of the parents concerned and it is the parent that decides to allow their children cycle to and from school. The bikes themselves are owned by the families and it is up to individual families to insure them. This does not prevent the school from erecting a bike rack to safely store the bikes on school grounds.
- Pupils may not cycle on the school grounds.

School Uniform:

- The school uniform is a representation of St. Joseph's National School and how the school is presented to visitors/to others on trips and accordingly pupils are required to wear the complete uniform every day except on the designated PE day and other days as specified by the Principal:
 - Girls: grey pinafore/skirt/trousers, red shirt/polo shirt, grey cardigan/jumper, red socks/tights, grey tie
 - Boys: grey trousers, red shirt/polo shirt, grey jumper, grey tie
 - Tracksuit: navy trouser bottoms (no logos or zips, gathered trouser leg), red plain sweatshirt, red polo shirt.
 - Pupils in Junior and Senior Infants may only wear slip on/Velcro shoes.
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- If pupils in the older classes wear laced shoes/boots they must be able to tie their own laces to ensure Health and Safety at all times.
- Shoes must be properly on their feet before they leave the school building to go out to play etc

Mobile Phones and Electronic Devices:

- The use of mobile phones and electronic devices by **pupils** on school premises or school related outings is prohibited. They will be confiscated and parents/ guardians may retrieve them from the office.

Jewellery/Hair/Make-up:

- For Health & Safety reasons only stud earrings are allowed. All pupils may wear a watch. No other jewellery may be worn.
- Pupils may not wear make-up to school or to school related events.
- Pupils are expected also to maintain a clean and well-groomed hair-style.

Homework:

- It is the policy of the school to assign homework on a regular basis. Parents are expected to take an active interest in their child's homework and to sign their homework journal/ homework sheet each night, ensuring that it is done to an adequate standard. If there is a legitimate reason why homework cannot be done, a note explaining the reason should be forwarded to the class teacher. In cases where the student fails to produce or complete homework the class teacher will indicate same in the school journal/homework sheet.
- It is expected that pupils will complete homework to the best of their ability.

Classroom Behaviour:

Each pupil is expected to:

- Listen to the teacher and other pupils when they are speaking;
 - Work to the best of his/her ability;
 - Value school property and the belongings of fellow pupils;
 - Follow the direction of his/her teacher;
 - Obtain his/her teachers permission to leave the classroom (apart from leaving to use the bathroom);
 - Have good personal hygiene, including observing hand hygiene and respiratory etiquette ;
 - Respect the teacher, Special Needs Assistants, other pupils and visitors to the classroom;
 - Pupils will be allowed to play on the school field during the summer/dry months;
 - Be responsible for their work and have the necessary school books and materials;
 - During inclement weather pupils remain indoors and are supervised by the teacher on duty. Pupils must remain seated and can play with the games/engage in the activity/watch the programme as selected by the teacher. The teacher on duty will use appropriate sanctions for misbehaviour by a pupil, e.g. removal from the classroom to stand on the corridor;
 - Pupils are not permitted to use the internet unsupervised during break times.
 - Pupils must comply with the school's healthy eating policy and may not bring treats to school (unless approved by the teacher for treat day etc).
 - Pupils are expected to participate in school/class and curricular activities.
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Playground (Playing Pitches) Behaviour:

Each pupil is expected to:

- Play safely avoiding any games or play that are rough or dangerous;
- Include other pupils in games and activities;
- Follow the directions of the playground supervisor(s);
- Remain on school grounds at all times;
- Obtain permission before re-entering the school building during break periods;
- Respect the yard supervisor and fellow pupils;
- Avoid swearing, fighting or name calling;
- Walk to and from the yard;
- Keep the environment clean and litter free;
- When the bell sounds at the end of breaktime pupils drop what they are doing and walk to their designated area to line up;
- Any incidents of misbehaviour occurring on yard will be recorded in the Incident Book by the teacher on yard duty.

Behaviour in other School Areas:

Each pupil is expected to:

- Walk in the school corridors;
- Take care- behave safely when entering and exiting the school, walk on footpaths;
- Respect adults- allow them to pass in the corridors and coming in/out of the school/classroom etc;
- Have good personal hygiene, including observing hand hygiene and respiratory etiquette ;
- Observe- the rules of general good behaviour.

Behaviour during School Outings (tours, church visits, matches etc)/Activities:

Each pupil is expected to:

- Follow his/her teacher's directions at all times;
- Remain with the teacher/supervisors and group of pupils at all times;
- Behave politely towards those they meet on such trips;
- Observe the rules of general good behaviour;
- When on school tours, educational visits e.g. tours, matches, engaging in extra-curricular activities or representing the school in any capacity, pupils must comply with school rules and behave in an exemplary manner. Pupils should not bring dishonour to themselves or the school;
- On the bus for school trips pupils must sit in their seats, with seatbelts fastened and avoid loudness that would distract the driver.

6. ROLES AND RESPONSIBILITIES

Board of Management

The overall responsibility for ensuring that a Code of Behaviour is prepared in the school rests with the Board of Management.

The Board of Management is expected to:

- Provide a comfortable, safe environment;
- Support the Principal and staff in implementing the code;
- Ratify the code;
- Ensure the code is communicated to the whole school community.

The Principal

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

The Principal is expected to:

- Promote a positive climate in the school;
- Ensure that the code of behaviour is implemented in a fair and consistent manner;
- Make new and temporary staff aware of the Code of Behaviour;
- Arrange for a review of the code as required.

Teacher

The foundation of positive learning behaviour is effective teaching and an inclusive and engaging curriculum. Classroom management and teaching methods have a strong influence on pupil behaviour. The skill of the teacher in managing the routine engagement with pupils is a critical factor in preventing problems.

Teachers can expect to:

- Be treated with respect;
- Teach in a well maintained physical environment relatively free from disruption;
- Get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- Be listened to and participate in decision making which affects their own work and that of the school in general;
- Work in an atmosphere that encourages professional development;
- Get support and professional advice from the Board of Management, Department of Education and Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils;
- Have grievances dealt with according to agreed procedures as set out in the CPSMA handbook.

Teachers are expected to:

- Support and implement the school's Code of Behaviour;
 - Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year and explain to the class what is expected from them in terms of behaviour;
 - Be cognisant of their duty of care;
 - Give due attention to all pupils;
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- Ensure the rules are discussed with the pupils and displayed in the classroom;
- Create a safe, welcoming atmosphere for their pupils;
- Praise desirable behaviour;
- Maintain a tidy, clean and organised classroom environment, conducive for learning;
- Facilitate pupils to reach their full academic potential;
- Be courteous, consistent and fair;
- Have positive expectations for pupils;
- Encourage self-discipline and positive behaviour;
- Keep opportunities for disruption to a minimum;
- Provide support for colleagues;
- Implement the reward/sanction scheme in a fair and consistent manner;
- Keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition;
- Inform pupils when instances of misbehaviour on their part are being recorded;
- Report repeated instances of serious misbehaviour to the Principal;
- Communicating with parents on issues concerning their child's learning and behaviour.

Pupil

Pupils can expect to:

- Be treated fairly, consistently and with respect;
- Feel safe, respected and secure;
- Feel encouraged and supported;
- Learn to deal with bullying and be supportive of pupils who are experiencing bullying behaviour;
- Have positive behaviour reaffirmed;
- Have misbehaviour dealt with appropriately.

Pupils are expected to:

- Adhere to the general school rules;
 - Attend school regularly and punctually;
 - Wear a neat school uniform;
 - Work quietly and safely to the best of their ability at all times;
 - Respect the right of other pupils to learn;
 - Show respect for all members of the school community;
 - Respect school property, the property of others and their own belongings;
 - Keep the school environment clean and tidy;
 - Have the correct books and materials in school;
 - Follow class rules;
 - Participate in all class activities and curricular activities;
 - Avoid distracting behaviour;
 - Move quietly and carefully around the school;
 - Line up in an orderly manner before and after break;
 - Stay on the premises and within designated areas during school times;
 - Do their homework carefully, completely and to the best of their ability;
 - Show acceptance and respect for their differing personalities.
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Parent

A crucial factor in operating a code of behaviour is the co-operation and support of parents who also have a responsibility for their child's behaviour in school. Parents and guardians are responsible for emphasising at home the need for good behaviour at school, and for supporting the school's efforts in creating and maintaining a school climate where effective learning and teaching can take place. To encourage positive behaviour a pupil's behaviour may be monitored and noted so that parents can be involved in this positive reinforcement. The homework journal/ sheet is an important means of communication between parents and teachers in this regard. The code of behaviour is included in the enrolment process for new entrants and all parents must complete a declaration of the code of behaviour for each child.

Parents can expect to:

- Be treated with respect;
- Have a safe and welcoming environment for their child;
- Obtain recognition for individual differences among pupils having due regard for the resources that are available;
- Have fair and consistent procedures applied to the school's dealings with pupils;
- Receive progress reports in accordance with agreed school policy (Parent/Teacher meetings, meetings with the Special Education Needs Teacher and end of year reports);
- Receive information on school's policies and procedures.

Parents are expected to:

- Ensure their children attend school regularly and on time and that they are collected from school on time;
 - Inform the school in writing of reason for all absences;
 - Show support for teachers in their implementation of the school's code of behaviour policy
 - Ensure their children wear the school uniform;
 - Ensure their children have the correct books and materials;
 - Read written communication received from the school and respond appropriately;
 - Contact the class teacher/ Principal beforehand if calling to the school during the day for any reason;
 - Make an appointment beforehand if they need to see a teacher to avoid disruption to other pupils;
 - Treat all members of the school community with respect;
 - Inform class teacher of any change to collection procedure for their children;
 - Co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
 - Keep in touch with the school about all aspects of their child's learning, progress and behaviour;
 - Communicate to the school problems which may affect their child's behaviour, learning and safety;
 - Be available to discuss a problem and attend meetings at the school if requested;
 - Help their children with their homework and ensure it is completed;
 - Provide a nutritious lunch each day for their child keeping in line with our Healthy Eating Policy.
 - Attach name tags or labels to all items of school clothing, school books, copies etc. The school is not responsible for personal belongings lost or left behind;
 - Ensure their child has a positive attitude to and abides by the school and class rules;
 - Never undermine the authority of the school or teachers to their child;
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- Promote respect for teachers and other school personnel;
- Give a contact number where the parent can be reached in an emergency and inform the school of any change in contact details;

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns. Parents receive a copy of the Complaint's Procedure Policy upon enrollment of their child and the procedures outlined must be followed.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

7. PROMOTING POSITIVE BEHAVIOUR

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded.

Special attention will be paid to pupils who have previously demonstrated poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged.

A school-wide approach to discipline and expected behaviour is adopted.

Teachers model positive behaviour and ensure that pupils understand and are frequently reminded of how they are expected to behave.

Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation, for example in Social Personal Health Education, Golden Time, Pupil of the Week, individual acknowledgment, homework vouchers etc. will be employed by teachers.

Teachers will match work with pupil's abilities. Differentiation will take place by pace, task, resource etc.

Pupils with Special Educational Needs who may present with behavioural difficulties are catered for with specific behavioural targets set out in their IEP's (Individual Education Plans) developed collaboratively among pupils, parents and teachers.

On yard, the pupils are grouped into specific areas according to class level, age, activity.

- Junior and Senior Infants play on the lower playground. The upper yard and the basketball area are used by the middle and senior rooms.
- Soccer may be played on the field with a soccer ball. Soccer may only be played on the tarmacadam with a soft ball.
- The field will be divided into three sections for the 3 classrooms.
- Each grouping will be allocated a specific number of balls (infant room, middle room, senior room and girls, for the year).
- PE equipment is not used by pupils during break times.

Children are expected to remain within the boundaries of their specific areas and this is maintained by teachers.

Should an incident/accident occur in the playground, the supervising teacher makes a note of it in the incident book, informs the class teacher upon their return who will investigate the incident, if necessary. The supervising teacher completes an accident report as necessary.

A reward scheme for promoting positive Behaviour will be used. Such rewards will include:

- A quiet word or gesture to show approval;
- A comment in a pupil's exercise book/journal/homework sheet;
- A visit to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or class or at Assembly;
- A system of merit marks, stars or stickers in each class;
- Delegating some special responsibility or privilege;
- A mention to the parent, written or verbal communication;
- Exceptional behaviour may be publicly praised at Assembly;
- The use of "Golden Time" or "Homework Off Vouchers" or other incentives;
- Extra discretionary P.E. time;
- Student of the Week certificate ;
- Acknowledgement of other achievements;
- Personalised letters to parent(s)/guardian(s).

8. INAPPROPRIATE BEHAVIOUR

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. Sanctions are part of a plan to change behaviour. A sanction is a form of positive intervention. They should be appropriate to the age and development stage of the student and take account of the cultural background of the student. Sanctions should:

- Defuse and not escalate a situation
- Be applied in a fair and consistent way
- Be timely

All incidents of bullying will be dealt with as outlined in the school's Anti-Bullying Policy (see separate policy).

Level One

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Pupils will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers ;
 - Running in the hallways/corridors;
 - Misbehaving in the cloakrooms and bathrooms;
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- Disturbing the work or play of others ;
- Disrespectful language, tone, or manner to other pupils, staff, visitors to the school, members of the school community;
- Ignoring staff requests;
- Inattention;
- Continuous talking;
- Wearing makeup and inappropriate jewellery;
- Arriving late for school;
- Misbehaving in class time;
- Leaving seat without permission during class and lunch time;
- Wearing incorrect/full uniform;
- Incomplete homework;
- Omitting to have homework/ tests (as appropriate) signed by a parent;
- Bringing mobile phone and/or electronic device to school;
- Playing in off-limit areas – behind the sheds and prefabs, in the wrong play zone, at the front of the school, between the prefabs;
- Omitting to come up to the line-up area when the bell has sounded;
- Running around the front of the school when let out for break times.

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Reasoning with the pupil;
- Noting instances of yard misbehaviour in the incident book and informing the class teacher;
- Verbal reprimand/reminder(s);
- Carrying out a useful task within the school;
- Reinforcement of alternative positive behaviour;
- Temporary separation/time out from peers, friends or others (either in the class or on yard);
- Uncompleted homework to be completed and signed by parent;
- Prescribing additional work;
- Loss of privileges i.e some of golden time;
- Parent contact.

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Circle Time or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members);
 - Discussion of behaviour with the pupil;
 - Informal notes to parents regarding incident/intervention/date. This information would be useful should a problem persist.
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Level Two

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well-being of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention;
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting);
- Constantly disruptive in class despite reprimand from the teacher;
- Intentionally damaging school or personal property;
- Damaging other pupil's property;
- Using unacceptable language/ profanity/disrespectful language or behaviour towards staff, pupils, visitors to the school and other people they come in contact with i.e. on trips;
- Telling lies;
- Stealing;
- Bullying eg. persistent name calling, continuous bumping in to one another etc;
- Being discourteous and back-answering a teacher or member of staff;
- Cheating;
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin;
- Possession or use of dangerous toys or sporting equipment (e.g. bow and arrows, any kind of knives, etc.);
- Leaving the school without permission during the school day or leaving the care of school staff during school outings;

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The following staged approach/steps are used for responding to such inappropriate behaviours:

- A formal note by the teacher will be written to and signed by a parent indicating that a Level 2 disciplinary action is being taken; Alternatively a phone call home may be made... all logged and dated by the teacher in the pupil's office file;
 - The pupil is issued a behavioural reflection sheet to be completed at home and signed by the parents;
 - The class teacher meets one or both parents. The class teacher can request another teacher to be present when addressing a behavioural issue with a parent/parents. The teacher logs the details of this meeting. The Principal is not required to meet the parents at this stage...but is kept fully briefed by the respective teacher;
 - A behavioural contract, with clear expectations and for a specific time frame required of the pupil is drawn up between the class teacher and parents;
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- If there is no improvement in the pupil's behaviour, the Principal meets with the parents and class teacher concerning the misbehaviour;
- Implementation of extensive Behaviour management plan may be warranted;
- A formal report of the behaviour may be submitted to the Board of Management;
- Written records of all meetings are to be kept and filed in the pupil's office file;
- Denial of participation in some class activity i.e school trip.

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal (as appropriate);
- Reflection sheet;
- Behaviour contract (refer to Continuum of Support NEPS for guidance);
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education;
- Referral of a pupil displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention;
 - Setting fires;
 - Intentional possession or use of weapons, solvents, matches, alcohol or drugs;
 - Physical assault/violence resulting in bodily harm to a pupil, member of staff or visitor to the school;
 - Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, disability, or ethnic origin;
 - Inappropriate use of mobile phones/internet access/electronic devices;
 - Threatening or serious violent behaviour towards a teacher, pupil and/or visitor with or without a weapon.
 - The students presence in the school constitutes a threat to safety.
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Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of 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.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

9. PROCEDURES FOR SUSPENSIONS & EXPULSIONS

9.1 Suspension

Definition of Suspension:

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

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

Authority to Suspend:

The Board of Management of **St. Joseph's National School** has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

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

Immediate Suspension and Automatic Suspension

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

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

- Physical assault/violence resulting in bodily harm to a pupil or member of staff or
 - Physical violence resulting in serious damage to school property or
 - Leaving the school without permission during the school day.
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An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

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

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of **St. Joseph's National School** acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

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

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of **St. Joseph's National School** will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
 - ii. An invitation to a meeting, to be scheduled **no later than 5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.
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The Board of Management of **St. Joseph's National School** acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

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

9.2 Expulsion

Definition of Expulsion:

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

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

Authority to Expel:

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

Procedures in Respect of Expulsion:

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

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

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

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

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

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

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

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

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

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
 - ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
 - iii. each party will be given the opportunity to directly question the evidence of the other party
 - iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose
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d) Board of Management Deliberations & Actions following the Hearing

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

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

e) Confirmation of the Decision to Expel

Where the **twenty-day period** following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

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

The Board of Management of **St. Joseph's National School** acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

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

10. NOTIFICATION OF A CHILD'S ABSENCE FROM SCHOOL

Parent(s)/guardian(s) should adhere to the following procedures when notifying the school of a pupil's absence;

- The school should be notified of the absence on the first day the pupil returns to school;
- The reason for the absence should be notified to the class teacher;
- The absence should be notified in writing by completing the school absence note/ writing a letter;
- Details pertaining to the absence, such as duration and reason, should be provided;
- Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 or more days in a school year, where attendance is irregular and when the pupil is removed from the school register.

The school is obliged to notify TUSLA of pupils who are absent for more than 20 days in any academic year.

11. RECORDS

All records are written in a factual and impartial manner. Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

- Each class teacher will endeavour to keep parents up to date on all behavioural issues.
- Pupil's behaviour will be discussed with the parents at Parent-Teacher meetings and reports will be sent home at the end of the academic year.
- Class teacher will keep all records of pupil Level 1 misbehaviours. These will be filed at the end of the school year in the pupils file.
- In the event of Level 2 misbehaviours teachers will write a report on such behaviour and this will be filed securely in the pupil's file in the office. Such records will contain;
 - Incidents of misbehaviour,
 - Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
 - Evidence of improved behaviour
 - Any sanctions imposed, and the reasons they were imposed
- Depending on the severity of the inappropriate behaviour, the Principal will be notified should the parents need to meet with the class teacher.
- In the case of bullying, the standard reporting form will be completed by the class teacher and submitted to the Principal.
- Should an incident/accident occur in the playground, the supervising teacher makes a note of it in the incident book, informs the class teacher upon their return who will investigate the incident, if necessary. The supervising teacher completes an accident report as necessary.
- Staff meet each term for staff meetings and may discuss pupil behaviours if necessary.
- Factual reports of particular incidents, meetings, communication between school, home and outside agencies, and the Board of Management are kept in the pupils file.
- Documentation pertaining to appeals under Section 29 are also kept in the pupil's file.

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

12. SUCCESS CRITERIA

The criteria will allow the school to judge how well it is achieving its stated intention. Success can be measurable through perceptions or by using factual data.

Through the successful implementation of this policy the intended outcomes are:

- Atmosphere of discipline within the school;
 - Staff apply school rules;
 - Growth in self-discipline;
 - Co-operation between parents, teachers and pupils in maintaining the code;
 - Comments or compliments on behaviour;
 - Pupils working to the best of their ability;
 - Class working to the best of their ability;
 - Improvements in behaviour (both at class and individual level);
 - Pupils are physically, mentally and emotionally healthy;
 - Pupils are making informed choices about their behaviour through understanding and awareness of their role and responsibilities;
 - Pupils, parents and teachers understand the need for some deviations from the standards of behaviour for pupils with Special Educational Needs and do not complain about unfairness in relation to this;
 - Pupils are responsive to positive correction, and show respect for other people;
 - Pupils are including others in their games;
 - Pupils are following yard rules;
 - Pupils are following class rules;
 - Pupils are following school rules;
 - School property is respected and there is no intentional damage being caused;
 - Pupils, teachers and parents are reporting any bullying behaviour (see anti-bullying code);
 - Teachers are implementing the range of sanctions and rewards as listed in this policy;
 - Pupils, teachers and parents have appropriate awareness of the Code of Behaviour, are consulted about it, and reminded of its content on an ongoing basis;
 - Pupils, teachers and parents are greeting each other, saying thank you and please, allowing others to go ahead of them through the door when appropriate;
 - Pupils are getting someone's attention without being rude or interrupting;
 - Pupils are not querying the requests of the staff, as they understand requests are based on the principles of this code;
 - Bad language or derogatory language is not heard around the school;
 - The Board of Management continue to be actively involved in the promotion, implementation and review of the code of behaviour;
 - Behavioural plan strategies are being implemented where necessary and all relevant educational stakeholders have been part of this process;
 - Where cases of suspension and / or expulsion have occurred the procedures as outlined in this policy have been followed;
 - Teachers are keeping factual records of incidents of poor / disruptive behaviour in their classes;
 - Teachers are using the yard book to record incidents of misbehaviour and any other observations of note in relation to the children at playtime;
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- Serious incidents or issues are recorded in the pupil files;
- Behaviour is noted in parent / teacher meetings and in end of year pupil reports;
- Parents are informing the school about their child/ren's absences.

13. REFERENCE TO OTHER POLICIES

Other school policies that have a bearing on the code of behaviour include:

- Anti-Bullying Policy
- Social Personal and Health Education Plan (SPHE)
- Enrolment
- Health and Safety
- Special Educational Needs
- Substance Misuse Policy

14. POLICY ADOPTION

The following members of our school community were consulted for their contribution during the compilation of this policy:

- Board of Management
- Staff
- Parents' Association

15. COMMUNICATION

A copy of this policy will be emailed to all members of staff and parents and will also be uploaded to the school website. Parents will be required to complete a Code of Behaviour including Anti-Bullying Policy Declaration and a copy of this will be kept in each pupil's file in the office.

16. MONITORING, IMPLEMENTATION & REVIEW

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within the classroom the teacher monitors his/her class. Teachers consider themselves responsible for the behaviour of pupils within sight or sound of them and respond to any instances of unacceptable behaviour. The Principal is responsible for monitoring and reviewing policy at staff level on a regular basis (using success criteria as standard of measurement) and reports any review the collective staff deem necessary to the Board of Management.

The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of behaviour applies therein.

This Policy will be reviewed every two years, or sooner as deemed necessary, by the Board of Management, Principal and staff of the school.

17. POLICY RATIFICATION

The policy was ratified by the Board of Management of **St. Joseph's National School** at its meeting on the 25th of May 2021. Representatives from the Parent's Association were consulted in the drafting of this policy.

The contents of this policy have also been approved by St. Senan's Education Office, acting on behalf of the Patron.

Signed:  _____ Chairperson, Board of Management

Individual behavioural plan procedure

(for the management of ongoing, serious challenging behaviour/aggression from an individual pupil).

Definition:

- The consistent refusal of a pupil to obey instructions
- Persistently seriously disruptive behaviour
- Exhibitions of unpredictable and, possibly, violent or aggressive behaviour

Individual behavioural plan procedure

A team meeting to prepare an Individual Behavioural Plan shall be convened. All those involved with the pupil may be invited to attend (for example, the Chairperson of the Board of Management, Principal, teacher(s), parents, special needs assistant and school psychologist).

The agenda for the meeting shall comprise:

An assessment of the strengths and needs of the pupil, to include his/her academic and attainment record; behaviour record; interests; any special educational needs; temperament; priority needs; both short term and long term, in terms of learning and behaviour.

A plan shall be agreed between school and home and approved by the Board. The plan shall include:

- Strategies for encouraging positive behaviour (praise, encouragement, incentives)
- General strategies for dealing with poor behaviour / lack of engagement with learning
- Particular set of strategies for specific named behaviours
- Supports for staff / other pupils in the class
- Rewards for good behaviour both at home and at school
- Sanctions or consequences for poor behaviour both at home and at school
- Resources available (materials, personnel, equipment) to implement the plan
- Arrangements for monitoring targets
- Referral to outside agencies
- Agreed home-school communication going forward i.e. parent / teacher contact, behavioural diary
- Agreed timetable for action and date for follow up meeting

In these instances, parent shall be told that a risk assessment shall be done on all activities the pupil is involved with to ensure his/her safety and the safety of others. This shall apply particularly to school tours and other out-of-school-activities. This may mean the pupil may not be allowed to take part in some school activities for his/her safety and that of the others in the class.

Teachers should not leave the school premises, with pupils involved in an individual behaviour plan, without an additional staff member to support the teacher and a mobile phone.

The Principal shall give a brief report to the Board of Management, in relation to all pupils involved in an individual behaviour plan, by way of ongoing updating on the situation.
