



Scoil Bhríde Eglantine Code of Behaviour

1. Introduction

1.1 Introductory Statement

This policy was prepared following a review process involving school staff, parents and Management during Term1 of 2018-2019 school year.

1.2 Rationale

Under Section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. The Act requires that the school has a code of behaviour for its students. The Act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Education Welfare Board (NEWB)

A review of the Code of Behaviour was considered necessary in order to comply with the Guidelines issued by NEWB.

Scoil Bhríde Eglantine decided to review its code of behaviour because;

- The existing policy is due for review and amendment in order to make it compliant with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*
- It was identified as a priority area by the staff
- It is a requirement under DES Circular 20/09 on school discipline that the code of behaviour shall specify:
 - a. The standards of behaviour that shall be observed by each pupil attending the school
 - b. The measures that shall be taken when a pupil refuses to observe those standards
 - c. The procedures to be followed before a pupil may be suspended or expelled from Scoil Bhríde Eglantine
 - d. The grounds for removing a suspension in relation to a pupil
 - e. The procedures to be followed in relation to a child's absence from school.

Relationship to the characteristic spirit of the school

Scoil Bhríde, Eglantine's Code of Behaviour is inextricably linked to its Vision Statement:

Vision: At Scoil Bhríde Eglantine each individual is respected and valued for his/her unique qualities and abilities.

Our aim in Scoil Bhríde is to develop the academic, spiritual, creative, personal and social skills of the child so that she may be better able to realise to the full her potential as an individual and as an active member of society.

As a formal agent of education within the Catholic Community, this school models and transmits a philosophy of life inspired by belief in God. The policies, practices and attitudes of the school therefore are inspired by Gospel values.

1.

Aims

The aims of our Code of Behaviour are:

- to ensure an educational environment that is guided by our mission statement
- to allow the school to function in an orderly way where children can make progress in all aspects of their development
- to promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- to ensure the safety and well-being of all members of the school community
- to assist 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
- To ensure that the individuality of each child is accommodated, while acknowledging the right of each child to education in a relatively disruption-free environment.
- To facilitate the development of self-discipline, respect and tolerance for others.
- To provide for the efficient operation of the school and the structuring of in-class discipline so that there exists an effective and stimulating learning environment.
- To ensure the maintenance of good order throughout the school and respect for the school environment.
- To encourage good home/school communication and to foster a positive atmosphere in the school.
- To promote a positive learning environment in which all children may fully enter into the life of the school.
- To ensure the safety and well-being of all members of the school community

Guidelines for Behaviour in Scoil Bhríde

Scoil Bhríde is a place where high standards of behaviour are expected and adhered to. The school standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for learning. They describe the behaviour expected from all members of our school community. The standards of behaviour signal positive values such as:

- Respect for self and others
- Kindness and willingness to help others.
- Courtesy and good manners.
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness

The Standards expect all members of the school community to behave in ways that show respect for others. The school and classroom rules translate standards into practical guidance about the behaviour expected of pupils. Rules provide clear boundaries.

2.

They describe in simple terms how to behave in order to learn well and to develop into mature responsible individuals.

The terms **Expectations** and **Rules** will be used in this document. One of the benefits of using the term expectations is that expectations can be described for parents and staff as well as pupils.

While the standards are common to everyone in the school, rules/expectations will reflect the age and stage of development of the pupils.

Pupils with Special Educational Needs

Class teachers and specialist personnel (such as the S.E.N. teachers or Special Needs Assistants) will check that standards and expectations are communicated in a way that pupils with special educational needs can understand.

The Behaviour that is expected from pupils in Scoil Bhríde is as follows:

The school expects that pupils will:

- Attend school regularly and not miss days without good reason. When returning after an absence, pupils should present a written explanation.
- Be in school before the bell rings (at 8.50a.m.)
- Enter and exit through designated doors
- Not leave during the day without being collected by a parent or designated adult and signing out on sign-out book in the office
- Respect all school property
- Wear the school uniform c.f. Uniform Policy
- Wear school tracksuit only on P.E. days unless otherwise instructed
- Show respect for self and others
- Avoid swearing, fighting, name calling and inappropriate language
- Do their best always and behave well in class so that all children can learn
- Listen to instructions given and do as requested.
- Participate in school activities
- Walk quietly around the school and avoid causing a disturbance.
- Keep the school tidy and litter-free
- Be hygienic and always use a toilet bag in school

- Always obey the Traffic Warden
- Remain quiet in class line
- Remain seated at all appropriate times
- Bring a nutritional lunch to school, c.f. Healthy Eating Policy.

Your teacher expects that pupils will:

- Show her and any classroom visitors courtesy and respect
- Accept her authority and responsibility and her right to teach and impose sanctions on those who behave badly
- Come to school on time and have all the necessary materials.
- Do their homework carefully and completely to the best of their ability
- Listen when others are talking.
- Avoid distracting behaviour.
- Participate in all class activities to the best of your ability
- Follow the rules drawn up by their class.
- Help keep the classroom tidy and litter-free.

Your fellow pupils expect that pupils will:

- Not bully them (c.f. Anti-Bullying Policy)
- Show acceptance and respect their differing personalities
- Never insult or belittle them because of differences.
- Respect their property
- Listen to them and acknowledge them
- Share equipment and resources with them
- Make every effort to include them
- Speak to them with courtesy and respect
- Not prevent them from paying attending in class.

Expectations of school:

Children expect that the school will be:

- A safe, happy and inclusive environment
- Suited to their learning style
- Encouraging and supportive
- Affirming of children of all abilities
- Capable of dealing with bullying and bullies, and supportive of victims
- A place where they feel valued and respected.

Parents expect that in school there will be:

- A safe and happy and inclusive environment for their child.
- Recognition and provision for the individual differences of pupils
- Support for children when required
- Support and guidance for them if and when requested
- Fairness and consistency in the way children are dealt with.
- No labelling of their child.

- Contact at an early stage to inform them of any problems
- A willingness to listen to their viewpoint.

Teachers expect that in school there will be:

- An adherence to the Anti-Bullying Policy (c.f. relevant policy)
- Mutual respect, support and encouragement within the whole school community
- Co-operation to achieve the school's aims and objectives.
- A fair and consistent implementation of the Code of Behaviour
- A standardised system of dealing with behavioural issues
- An atmosphere that encourages professional development and a willingness to learn and change.

The school expects that parents will:

- Be familiar with the various policies and codes of the school and the expectation of pupils.
- Show support for teachers in their implementation of the school's behaviour policy.
- Support their child in her school work.
- Ensure the punctuality and regular attendance of their child.
- Ensure she has the necessary materials
- 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.
- Promote respect for teachers and other school personnel.
- Give a current emergency contact number
- Be available to discuss a problem.

The child expects that parents will:

- Look after her basic needs (lunch, uniform)
- Support, praise and encourage her work in school.
- Show fairness.

Parents expect that other parents will:

- Support the school in implementing its code of behaviour.
- Exert firm discipline in cases where their child's behaviour is having a negative impact on the behaviour of others.

There are certain factors that influence children's behaviour that sometimes need to be considered and accommodated.

These factors include:

- Approaches to addressing educational disadvantage
- Making adjustments for, and valuing, diversity;
- Preventing any form of discrimination (Some children have needs that can affect their pattern of learning/behaviour, for example, SEN (Special Education Needs), ADHD (Attention Deficit Hyperactivity Disorder) or EBD (Emotional Behavioural Disturbance). These can alert teachers to particular learning/ behavioural needs.

- Relationship among teachers and pupils
- Pupils' sense of belonging to the school community
- School and classroom environment
- Classroom management
- Break-time management
- Pupil engagement
- Parental involvement

Whole School Approach in Promoting Positive Behaviour

The elements of a whole school approach to behaviour include:

Consistent ethos and policies

School management and staff are charged with creating a positive school environment through consistent ethos, policies and practices that will promote and encourage good behaviour. The policies that currently operate in the school relating to Code of Behaviour are: The Healthy Eating Policy, Enrolment policy, the Anti-Bullying Policy, the SPHE Curriculum and the Safety Statement.

A whole-school approach to curriculum and classroom management:

The foundations of positive learning behaviour are 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. A crucial factor in operating a code of behaviour is the co-operation and support of parents acknowledging responsibility for their child's behaviour in school.

- Staff as a team will have opportunities to confirm that all school policies and practices support the objectives of the code of behaviour. They bring to their work their professional expertise in understanding the links between behaviour and learning, their experience of what works to help pupils to behave well and their knowledge of the school and its community. Opportunities will be provided for staff to deepen their understanding of the factors that affect behaviour and that help pupils to change behaviour. Staff members engage in discussions regarding policy and practice at regular staff meetings to support the code. There may be occasions in which the code is reviewed and updated as a result of observations made at these discussions.
- New and temporary staff are made aware of our Code of Behaviour through the welcome pack provided to them by the Principal.
- SEN children with assessed behavioural difficulties are catered for with specific behavioural targets set out in their IEPs (Individual Education Plans). These will be developed collaboratively among pupils, parents and teachers. For example, a child with Asperger's Syndrome may be presented with a visual cue to help her follow the school's Code of Behaviour.

- The school's SPHE curriculum is used to promote the Code of Behaviour by helping children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. Specific topics are targeted concurrently throughout the school at various times during the year, for example, Active School's week and stay safe programme as part of the SPHE programme.
- Circle time, role play and drama are some of the specific activities used in Scoil Bhríde to develop good behavioural skills in children.

An inclusive and involved school community:

The Board of Management:

- The Board of Management supports the staff in implementing the code of behaviour by providing opportunities for staff development, for example, training days, lectures etc.
- The Board of Management will follow procedures in dealing with serious breaches of behaviour as outlined in this policy.

Parents:

- 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 is an important means of communication between parents and teachers in this regard.
- Parents support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour in the following ways:
 - Parents ensure their children attend school regularly and punctually
 - Parents encourage their children to do their best and to take responsibility for their work
 - Parents are aware of, and cooperate with, the school's rules and system of rewards and sanctions
 - Parents attend meetings at the school if requested
 - Parents help their children with homework and ensure that it is completed
 - Parents ensure their children have the necessary books and materials for school

Pupils:

Pupils are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and pupils can grow stronger through the process

- Under the guidance of the class teacher and a discussion of the standard of behaviour expected in the school, the children with their teacher together translate the standards into school rules and classroom rules. This ensures that all pupils have

a good understanding of what is expected of them and why.

- The above process will be repeated in each classroom every year.
- Positive behaviour is promoted by the principal during assemblies and through regular visits to the classrooms. Positive behaviour is also promoted through the SPHE and Religion programmes.
- Pupils are responsible for observing expected standards of behaviour and showing respect for themselves, others and the school. The rightful authority of the teacher is to be respected at all times in order to maintain a positive learning environment. This is so that a positive learning environment can be maintained.

The principal is responsible for monitoring and reviewing policy at staff level on a regular basis and reports any review the staff deem necessary to the Board of Management.

Positive Strategy for Managing Behaviour

Promoting good behaviour is the main goal of the code. School management and staff will actively foster a school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour. *'The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'.*

Such practices would include:

- Ensuring that pupils are treated fairly, equally and firmly.
- A quiet word or gesture to show approval.
- Matching work with pupils' abilities. Differentiation will be utilised by teachers to this end.
- Teachers creating moments of success and then acknowledging them.
- A system of merit marks.
- A comment in a pupil's exercise book.
- A visit to another member of staff or the principal for commendation.
- A word of praise in front of a group or class
- Delegating some responsibility or privilege
- A mention to a parent – written or verbal
- A word of praise in front of a group or class

- Teacher recording improvement in the behaviour of a disruptive pupil.
- Implementation of Programmes such as **Circle Time** to promote positive behaviour.
- Adult modelling of the behaviour that is expected from pupils.

These strategies synopsis for our children what is expected of them in a language they understand and incorporate our school ethos- *a policy of responsibility and respect.*

The above list is not comprehensive and consists of examples only.

School Rules

All members of the school community will be expected to display the following behaviours:

- Respect for others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness

in accordance with the policy of responsibility and respect.

School rules are devised with regard to the health, safety and welfare of all members of the school community. Adults should model expected behaviours in their interaction with children every day. The school rules listed below provide clear guidelines for all members of the school community.

PUPIL SAFETY CONSIDERATIONS

SAFETY:

For my own safety and that of others I should:

- Enter and exit through designated doors in an orderly fashion.
- Always obey the traffic wardens
- Not leave during the day without being collected by a parent or a designated adult and sign out in the Sign Out Book in the office.
- Walk quietly around the school and avoid causing a disturbance
- Remain quiet and orderly in the class line
- Remain seated at all appropriate times in my classroom

- Always behave well in the yard and never run or do anything that would put my safety or the safety of others at risk
- Understand that the school rules apply when I am on any school outings
- Abide by the school rules on Substance Abuse, Jewellery, the use of mobile phones, Cameras and the Internet.

CARING FOR MYSELF

I should:

- Attend school regularly and not miss days without good reason. When returning from absence I should present a written explanation.
- Always be in school before the bell rings (at 8.50a.m)
- Wear the complete school uniform every day
- Wear the school tracksuit on P.E days only , unless otherwise instructed (Correct footwear must be worn for PE)
- Do my best always, and behave well in class so that my fellow pupils and I can learn

- Always complete my homework to the best of my ability
- Participate in school activities and have all the necessary books and materials
- Bring a nutritional lunch to school and avoid unhealthy food (crisps, crisp related foods, fizzy drinks ,high energy drinks, sweets, chocolate, chocolate related products. Remember that on Fridays, a chocolate treat is permitted
- Chewing gum is not permitted
Nut and food containing nuts are not permitted
- Be hygienic and always use a toilet bag in school

CARING FOR OTHERS

I should:

- Respect all school property and the property of my fellow pupils
- Show respect, for myself and others by being kind, mannerly and polite to all
- Keep the school tidy and litter free, and bring home unfinished food, drinks, cartons, wrappers, etc

Bullying:

I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable.

Scoil Bhríde is a “bully-free zone”.

Classroom

“Ground rules”/ behavioural expectations in each class are consistent with the ethos as expressed in the code of behaviour and which set a positive atmosphere for learning.

- Classroom rules will be drawn up at the start of each academic year by the class teacher and pupils.
- Pupils have an input in devising the class rules.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.
- Teachers use a number of management techniques that incorporate a variety of activities and methodologies to sustain pupil interest and motivation. For example, positive everyday interactions between teachers and pupils, good school and class routines, recognising and giving positive feedback about behaviour and exploring with pupils how people should treat each other.
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour will be communicated to the pupils by their class teacher.

Playground:

Playground rules will be communicated to staff and pupils regularly at staff meetings, assemblies and in the classroom. All pupils have the right to enjoy their time outside in the playground in a safe environment at break periods. Any action that puts safety of self or others at risk is considered a misdemeanour

- In the interest of safety pupils should move safely at all times in the playground. Running is allowed, at a safe pace, in keeping with our Active School Policy
- In the interest of safety pupils should remain on the tarmac area at all times.
- In the interests of safety pupils should refrain from climbing on school railings, sculptures, trees, gates and bars at the entrance to the school.
- Any form of fighting or physical violence is considered a major misdemeanour.
- In the interest of safety, when the bell rings during playtime, pupils should stop playing and "freeze" and then walk quietly to their class lines when directed.
- Pupils should not enter the school building without getting permission from teachers.
- Adequate supervision is always provided by the teaching staff and a rota is coordinated by the Principal.
- SNA's assist the teacher on duty in the playground in supervising the pupils while prioritising the needs of their designated child or children in their care. All disciplinary issues are dealt with by the teacher on duty.
- In the interest of safety pupils play in different yards that are designated yards according to age/class levels.
- Each class is aware of their designated zone in the playground.
- Pupils who are unable to go to the playground due to illness or for other reasons will be taken to a designated area in the yard or in a classroom which will be visible to the teacher supervising in the yard.
- In the interest of safety, the school operates a red/yellow card system for pupils who do not adhere to the above rules. Pupils will be given a warning, followed by a yellow card if the behaviour persists. A red card will be issued if the behaviour continues. Pupils who are given cards must return them to their own classroom teacher where they will discuss and explain the reason for the card. They will then return the card to the supervising teacher who issued it where they will discuss further the behaviour that led to the issuance of the card.

Wet days / Day when pupils cannot access the playground

- Pupils will remain in their classroom.
- Sharp implements, for example, scissors, knitting needles, sewing needles, compasses and tin-whistles, are to be used only when a teacher is present in the classroom.
- Pupils will have access to activities such as reading, drawing, games and other suitable entertainment resources.
- Pupils are not allowed to use tin-whistles on wet days except during supervised music practice.
- Pupils are expected to remain seated in their classrooms or, where applicable, in

- general purpose areas/halls
- Pupils are not allowed to use the internet unsupervised during break times.

Swimming days:

- Pupils are walked safely and quietly to the swimming pool under the supervision of their class teacher.
- Every pupil listens to, and obeys, the class teacher.
- No shouting or playing in the dressing rooms.
- Every pupil listens to and obeys the instructor.
- No running around pool area
- Swimming caps required.
- Pupils do not leave the pool without permission from the teacher or instructor.
- No jumping into the pool from the side-unless under instructor's directions.
- No pushing or rough play in the pool
- Pupils are expected to dress quickly after each session.
- Shower gels/hairsprays/gels/spray deodorants/shampoo or conditioner are not allowed.
- No drinks/sweets are bought from the vending machine.
- At all times pupils are expected to abide by the rules of the swimming pool.
- Pupils who are not going swimming will be assigned to another classroom for the duration of the swimming session or, where possible and where adequate supervision can be arranged, will watch from the viewing area of the swimming pool.

Tour Rules:

- Pupils enter/leave the bus in an orderly manner.
- On the bus pupils must sit in their seats, with seatbelts fastened and avoid loudness that would distract the driver.
- Pupils follow any instructions of the teacher at all times.
- Parental/Guardian permission slips allowing the child to go on tour are returned to the teacher prior to the tour.

The standards and rules contained in the code apply to any situation where the pupil, although off the school premises, is still the responsibility of the school e.g. tours, trips, visits to places of worship, churches, quizzes and matches. The code also applies to extra-curricular activities outside school hours where the pupil is still the responsibility of the school e.g. training, matches etc.

Rewards and Sanctions

Rewards and acknowledgement of good behaviour

Good behaviour is publicly recognised and acknowledged in the following ways:

- Praise for the pupil within the classroom
- Pupil sent to other teachers involved with child e.g. nearby teacher, duty teacher, former teacher, L.S./Resource etc
- Pupil sent to Principal

- Pupil achievement is acknowledged in assemblies and the school newsletter: "The EglanTimes"
- Teams may visit classrooms with trophies
- Pupil achievement may be acknowledged on the school website

Rewards are awarded at the discretion of the individual teacher in the different class levels. "Good news" is communicated to parents, other classes and principal in the following ways:

- notes home in homework journal
- meeting parents of at the school gate/classroom door
- children sent to Principal, teacher next door, Special Education Teachers
- home communication copy for children with special educational needs

Strategies for responding to inappropriate behaviour:

Despite best efforts, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the pupil's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of pupils and teachers.

Where a pupil's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. Staff apply professional skill and judgement, in each individual case, drawing on factual and objective information about the impact of a student's behaviour, and using transparent criteria for measuring that impact.

Scoil Bhríde promotes a problem-solving approach when dealing with inappropriate behaviour.

- Gather information. Understand the context and the factors that may be affecting behaviour.
- Generate ideas about possible solutions that take account of the reasons why it may be happening.
- Decide and agree on specific strategies
- Implement the agreed strategy consistently
- Review progress: evaluate the impact and effectiveness of the intervention.
- Throughout, keep the relationship with the pupil as positive as possible; involve the pupil and parent.

Whole-school strategies:

In so far as is possible, staff members have:

- Agreed ways of describing behaviour
- Arrangements for recording behaviour
- A ladder for intervention: support for all, additional support for some pupils, specialised support for a small minority eg pupils with Special Educational Needs who are known to the S.E.T team.

Roles and responsibilities

While the class teacher is the front-line source of help for pupils, all staff members accept mutual responsibility for behaviour in Scoil Bhríde. The class teacher will deal with routine misbehaviour through classroom management strategies, thus minimising the need for other interventions.

The Use of Sanctions

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 learning difficulties and cultural background of the pupil.

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

- helping pupils to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour
- reinforcing the boundaries set out in the code of behaviour

In other instances, sanctions may be needed to:

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

Sanctions are used in a way that ensures that:

- sanctions are part of a plan to change behaviour
- sanctions are used consistently
- students and parents know what sanctions are used in the school
- sanctions are proportionate
- sanctions are appropriate.

Teachers should ensure that, in applying any sanction, the duty of care to the pupil is maintained.

The degree of misdemeanour, i.e. minor, serious or gross, will be judged by the teachers

and /or Principal based on a *common sense approach* with regard to the nature, frequency and intensity of such misdemeanours.

Involving parents in management of problem behaviour:

Scoil Bhríde has a welcoming atmosphere for parents. The school encourages teachers to contact parents, as educational partners, so that they are made aware of any behaviour difficulties that may exist in school. Parental cooperation and support are vital elements in solving behavioural difficulties. Parents are contacted and involved early when significant behaviour problems begin to appear. Teachers may liaise with the Principal and consider the nature, intensity and persistence of the misbehaviour when inviting parents to the school. When a serious misdemeanour has taken place, the class teacher may seek an immediate meeting with a parent.

Initial contact between a class teacher and parent can be made through a note in the pupil's homework diary or through a letter posted home. Appointments, for a mutually suitable time, can also be arranged by the school secretary by telephone call.

Generally meetings between parents and teachers are held face to face and not by telephone call. Every effort will be made to provide an appropriate meeting environment such as a vacant classroom or the Principal's office.

When meeting parents to discuss pupil's behaviour, it is important that the teacher puts the parent at his/her ease. This can be done by greeting the parent by name and thanking him/her for attending. Polite and respectful language should be used by both parties throughout the meeting. It should be conveyed to the parents that their cooperation is important in finding a solution to the behaviour difficulty as partners in the educational process. Such a solution will enable their child to increase their learning and gain success out of their school experience. Parents may be asked to consider seeking help from outside agencies or the school may arrange help from these agencies with parental consent.

Generally, pupils are not present at meetings but may be asked to attend all or part of the meeting so that they can be informed of the strategies agreed between the school and parents in relation to problem behaviour.

In accordance with school policy, parents who have concerns are invited to contact the school and make an appointment to meet with staff members. Parents are made aware of this at the welcome meeting for new Junior Infants and in the information booklet they receive. The Homework Journal allows parents to communicate concerns to the class teacher. Parent-Teacher meetings also give parents an opportunity to voice any anxieties they may have. Parents who wish to have a consultation with the class teacher are encouraged to make a prior appointment through the school secretary with the relevant teacher. Initial consultations in relation to behaviour should be between the parent and the class teacher.

Managing aggressive or violent behaviour:

- The SEN coordinator in the school is informed.
- Children who are emotionally disturbed are immediately referred for psychological assessment.

- Through the Special Educational Needs Organiser (SENO), appropriate support is sought from services available e.g. HSE, NEPS, etc.
- The Principal or another designated teacher acts as mentor for particular children. He/She assists the teacher in the creation of individual behaviour plans for specific children.
- Individual behaviour plans are used as an additional support for a small minority. Teachers, SEN personnel, parents, and the pupil may be consulted in the drawing up of these plans. Each case is treated individually. Such plans are retained in the pupil's file in the office. The effectiveness of the intervention is evaluated to determine future action.
- Teachers are encouraged and facilitated in any way possible to partake in professional development in this area, e.g. N.C.S.E., Colleges of Education, C.P.D courses, Education Centres.
- In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil herself or the safety of other pupils or staff, that pupil will be removed from the room/area or the room/area will be vacated by the other pupils and staff members. The pupil's parents/guardian will be contacted and arrangements made for the pupil to be collected from the school as quickly as possible

Suspension / Expulsion

C.F. Chapter 11 & 12 Guidelines

Access to education shapes the life chances of children and young people in a fundamental way. For this reason, a proposal to exclude a pupil, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour.

Legal Context

The entitlement to education is protected in a range of constitutional and legal provisions and in Human Rights Conventions. These legal protections for the individual pupil's right to education mean that decisions to suspend or expel a pupil are open to appeal and may be subject to judicial review by the High Court. Scoil Bhríde includes its procedures for suspension and expulsion in its code of behaviour as required under section 23(2) of the Education (Welfare) Act 2000.

Suspension

Definition:

Suspension is defined as requiring the pupil to absent herself from the school for a

specified, limited period of school days. During the period of suspension the pupil retains her place in the school.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

The decision to suspend a pupil requires serious grounds such as that:

- The pupil's behaviour has had a seriously detrimental effect on the education of other pupils
- The pupil's continued presence in the school at this time constitutes a threat to safety
- The pupil is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Please note that all investigations of alleged misbehaviour will be carried out in confidence, bearing in mind fair procedures based on the principles of natural justice.

NB: Fair procedures have two essential parts: the right to be heard and the right to impartiality.

Where allegations of criminal behaviour are made about a pupil, these will usually be referred to the Gardaí, who have responsibility for investigating criminal matters.

Procedure for Suspension:

The pupil and parents will be informed about the complaint, how it will be investigated and that it could result in suspension

Parents and pupil will be given an opportunity to respond and be heard

Parents will be invited to meet with the class teacher, Principal and/or Chairperson BOM to discuss the incident of gross misdemeanour or serious misdemeanour before any decision is made or any sanction is imposed.

In the case of immediate suspension, parents will be notified, and arrangements made with them for the pupil to be collected.

The Board of Management/School Manager has delegated authority to the Principal to suspend for up to three days, which can be extended to five days with the Chairperson's approval. The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. C.f. Guidelines p.70

Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing.

A written statement of the terms, date of commencement and termination of a suspension will be given to parents.

Parents will be advised of their right to appeal any decision to suspend under Section 29 of the Education Act 1998

The principal is required to report suspensions in accordance with NEWB Reporting Guidelines [Education Welfare Act, 2000, section 21 (4)(a)]

Formal written records, in line with the school's record keeping policy and data protection legislation, will be kept of the investigation and the decision-making process.

The principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

The Board of Management/ School Manager will regularly review the use of suspension in the school.

Re-integrating the pupil

When a period of suspension ends, the pupil will be re-admitted formally to class by the Principal.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and Principal.

Readmission to school may sometimes involve conditions, for example, earlier finishing times or individual management plans.

Should a pupil report for school even though she has been suspended the parents will be contacted and asked to collect their child. The pupil will not be admitted to class but will remain in another room where supervision will be arranged. The pupil will be given school work to do while she waits to be collected.

Expulsion

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

The decision to expel a pupil requires serious grounds such as that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupil's continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.
- A single incident of a serious misdemeanour may be grounds for expulsion.

C.f. Appendix 4 for a list of serious misdemeanours.

Where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour.

Please note that all investigations of alleged misbehaviour will be carried out in confidence, bearing in mind fair procedures based on the principles of natural justice.

NB: Fair procedures have two essential parts: the right to be heard and the right to impartiality.

Where allegations of criminal behaviour are made about a pupil, these will usually be referred to the Gardaí, who have responsibility for investigating criminal matters.

Procedure for Expulsion:

Where preliminary assessment of the facts confirms serious misbehaviour, that could warrant expulsion, the procedural steps will include:

- A detailed investigation carried out under the direction of the Principal
- A recommendation to the Board of Management by the Principal
- Consideration by the Board of Management of the principal's recommendation; and the holding of a hearing
- Board of Management deliberations and actions following the hearing
- Consultations arranged by the Educational Welfare Officer
- Confirmation of the decision to expel
- Prior to the expulsion of a pupil the Education Welfare Officer must be notified in writing of the school's intention twenty days in advance.
- The pupil and parents will be informed about the complaint, how it will be investigated and that it could result in expulsion
- Parents and pupil will be given an opportunity to respond and be heard
- Parents will be invited to meet with class teacher, Principal, Principal and/or Chairperson to discuss the incident of gross misdemeanour or serious misdemeanour before any decision is made or any sanction is imposed
- In the case of immediate expulsion, parents will be notified, and arrangements made with them for the pupil to be collected.
- Formal written records, in line with the school's record keeping policy and data protection legislation, will be kept of the investigation and the decision-making process.

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by the National Education Welfare Board on behalf of a pupil.

Keeping Records

Records in relation to pupils' behaviour are written in a factual and impartial manner.

Class level

Serious misbehaviour is reported to the Principal or Deputy Principal as outlined in this Code of Behaviour.

End of year reports include references to behaviour. There is a reasonably consistent understanding of what constitutes appropriate and inappropriate behaviour among the staff and this is addressed on a regular basis at staff meetings.

Parents are kept up to date during the year regarding behavioural issues.

Playground

Supervising staff use a 'red and yellow card' system. Pupils will first be given a warning about behaviour using the yellow card. The red card will be given to a pupil if the behaviour continues. The pupil must present this card to her own class teacher who will discuss the behaviour and apply a sanction if deemed necessary. The pupil will then return the card to the supervising teacher and discuss the behaviour and her understanding of how it affects herself and others with the supervising teacher also.

School records

- Incidents reported to the Principal are recorded in the class teacher's personal record book.

Documentation pertaining to appeals under Section 29 will also be kept in the Principal's office

Procedure for notification of a pupil's absence from school

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify 'the procedures to be followed in relation to a child's absence from school'. Section 18 stipulates that parents must notify the school of a pupil's absence and the reason for this absence.

Parents receive advice regarding notification of absence at the beginning of each school year.

The school provides forms in the Homework Journal (Rang 2 – Rang 6) or Homework Copy (Junior Infants – Rang 1) for the parent /guardian to complete regarding absences. It informs the class teacher of the child's absence from school and the reason for this absence. These notes are signed and dated. They are kept by the class teacher until the last day of the school year.

If parents know in advance that their child is going to be absent, e.g. dental or medical appointment, they are encouraged to inform the class teacher beforehand.

Reference to other policies

Success Criteria: (by which the policy will be judged)

- Atmosphere of discipline within the school
- Children are aware of school rules
- Staff apply school rules
- Growth in self discipline
- Co-operation between parents, teachers and pupils in maintaining the code.

- Comments or compliments on behaviour.
- Children working to the best of their ability
- Class working to the best of their ability
- Improvements in behaviour

Monitoring and Review:

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within the classroom the teacher monitors her class. Teachers consider themselves responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The principal is responsible for monitoring and reviewing policy at staff level on a regular basis and reports any review the 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 discipline applies therein. The Board of Management will ensure the Code of Behaviour and Anti-Bullying policy are reviewed every four years or more often if the need arises.

Review date: September 2021

Signed Peter Dunne Date 05/02/2019

Appendix 1

Sanctions

Examples of Minor Misdemeanours include:

- Interrupting class work
- Arriving late for school
- Running in the school building
- Leaving seat without permission at lunch time
- Not being calm/orderly in class line
- Swinging on chairs
- Not bringing/using toilet bag
- Placing unfinished food/drink cartons in class bin
- Leaving litter around the school
- Not wearing correct uniform or tracksuit
- Wearing make-up to school
- Bringing a mobile phone to school without prior arrangement
- Being discourteous/unmannerly
- Not completing homework without good reason
- Not having homework signed by a parent
- Endangering self/fellow pupils in school yard at break time
- Not travelling safely and directly between classrooms
- Not obeying school exiting policy
- Disobeying school swimming policy
- Not wearing seat belt on bus
- Repeatedly forgetting books

Examples of Steps to be Taken When Dealing with Minor Misdemeanours

1. Reasoning with the pupil
2. Verbal reprimand

Examples of Steps to be Taken When Dealing with Regular Occurrences of Minor Misdemeanours

Phase 1 (Within the classroom)

1. Withdrawal of privileges
2. In class time-out
3. Note in homework journal (written by teacher) to be signed by parent
4. Note to parents concerning further misbehaviour in yard. [Misbehaviour in yard consists of any action that puts the safety of self/others at risk]

Phase 2

1. Pupil will meet with Principal and relevant teacher
2. Class teacher meets one/both parents
3. Principal/Class Teacher/ Teacher on Duty meet one/both parents concerning yard

incident

Examples of Serious Misdemeanours

- Constantly disruptive in class
- Telling lies
- Constantly not working to full potential
- Forging parent's signature
- Stealing
- Damaging other pupils' property
- Damaging school property
- Bullying
- Disrespectful behaviour to a teacher
- Back answering a teacher
- Using a mobile phone at school without prior arrangement
- Leaving school premises during school day without appropriate permission
- Frequenting school premises after school hours without appropriate permission
- Deliberately using unacceptable language
- Sexual harassment
- Deliberately injuring a fellow pupil

Examples of Steps to be Taken When Dealing with Serious Misdemeanours

1. Pupil will meet with Principal and relevant teacher
2. Principal sends note home to be signed by parent
3. Principal and relevant teacher meet one/both parents
4. Chairperson of Board of management/School Manager informed and parents requested to meet with Chairperson and Principal

Examples of Gross Misdemeanours

- Smoking
- Alcohol/ substance abuse
- Aggressive, threatening or violent behaviour towards a pupil/teacher
- Physical assault on pupil/teacher
- Bringing weapons to school
- Bringing illegal substances to school
- Setting fire to school property
- Deliberately leaving taps/fire hose on
- Tampering with fire equipment
- Repeated sexual harassment
- Sexual assault

Examples of Steps to be Taken When Dealing with Gross Misdemeanours

1. Chairperson/Principal to sanction immediate suspension pending discussion with parents in accordance with Developing a Code of Behaviour: Guidelines for Schools: NEWB (2008)
2. Expulsion will be considered in an extreme case in accordance with Developing

Please note:

- *Where allegations of criminal behaviour are made about a pupil, these will usually be referred to the Gardaí, who have responsibility for investigating criminal matters.*

**IT SHOULD BE NOTED THAT THESE LISTS
CONSIST OF EXAMPLES ONLY:**

They are not meant to be totally comprehensive lists of
misdemeanours and procedural steps

Appendix 2

Dear Parents,

Re. Notification of Child's absence from school

The Education Welfare Act 2000 section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

To standardise the process of informing the school of your child's absence the school is providing a form for you to complete regarding absences. This form will indicate the dates of absence and the reason for the absence.

These forms will be incorporated into the homework journal/homework copy, for use when your child is returning after a period of absence.

The form will be signed and dated and returned to the class teacher. The class teacher will keep these forms until the end of each school year.

If you know in advance that your child is going to be absent, e.g. for dental or medical appointment, we would encourage you to inform the class teacher beforehand.

The school will notify the Education Welfare Officer when a parent fails to notify the school about a pupil's absence.

Under the terms of the Educational Welfare Act schools are obliged to inform the Educational Welfare Officer when a child has been absent for more than 20 days whatever the reason.

When a child is absent for 15 days this fact is reported to the Principal and the class teacher sends a letter to the parents reminding them that their child's absence will be reported to the EWO if it reaches 20 Days.

When a child is absent for more than 20 days the parents are informed in writing that this fact has been communicated by the Principal to the EWO for their consideration.