

SCOIL CHROI NAOFA, ATHENRY, CO. GALWAY
CODE OF BEHAVIOUR

INTRODUCTORY STATEMENT

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

RATIONALE

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

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

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

RELATIONSHIP TO SCHOOL ETHOS

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

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

VISION STATEMENT

Inspired by the vision of Nano Nagle, Foundress of the Presentation Order, the staff in Scoil Chroí Naofa aim to

1. Acknowledge and respect the dignity, uniqueness and individual needs of our pupils and in doing so, develop the whole child, physically, intellectually, emotionally, creatively, spiritually and socially
2. Be caring, fair and committed to the best interests of our pupils and seek to motivate, inspire and celebrate effort and success.
3. Enable each child to learn and develop in a happy, safe, stimulating and mutually respectful environment.
4. Establish a learning environment where pupils are active agents in the learning process and instil in them an interest in and love of learning
5. Develop each child as a social, literate and digitally responsible being who lives and co-operates generously with others and so contributes to the good of society.

MISSION STATEMENT

The Board of Management, Staff and Parents of Scoil Chroí Naofa are committed to:

1. Providing a broad and balanced curriculum that is holistic in its approach thus enabling each student to achieve their full potential
2. Continuing to provide Catholic Education and spiritual development enabling our pupils to celebrate the Christian vision of life.
3. Being a positive influence in the lives of our pupils, by exercising good professional judgement and by showing empathy in our practice
4. Being inclusive and welcoming of children from diverse, cultural and religious backgrounds
5. Cultivating positive relationships with pupils, colleagues, parents and the wider school community
6. Communicating effectively with pupils, colleagues, parents and the wider school community in a manner that is professional, collaborative, supportive, and based on trust and respect
7. Working in a collaborative manner in the interest of sharing, developing and supporting good practice and providing the highest quality of educational experiences for our pupils
8. Being committed to continuous professional development and reflecting on and critically evaluating our practice in order to ensure best practice
9. Being connected to our local community and being supportive of local initiatives
10. An cultúr agus an teanga gaelach a chothú agus a úsáid

Goals of Policy:

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

POLICY CONTENT

This policy is related to Child Protection Policy and all curricular & administrative/organisational policies particularly Attendance Policy, Homework Policy, SPHE Policy, Record Keeping Policy, Health and Safety Policy, Equality of Opportunity Policy, Special Education Policy and Enrolment Policy.

A. UNDERSTANDING BEHAVIOUR

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

- ♦ Behaviour has a meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- ♦ Behaviour can be learned. This means it can change.

- ♦ Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- ♦ How staff and parents respond to a pupil's behaviour is critical in influencing the choices pupils make about how they behave.
- ♦ Effective teaching and learning are closely linked to good behaviour.
- ♦ Positive acknowledgment is a very effective way of influencing and promoting good learning behaviour.
- ♦ The quality of relationships affects behaviour.
- ♦ Staff are aware of the factors that influence behaviour
 1. **Within-person factors:** Age, Personality, Experience, Skills, Medical issues, ability to learn etc
 2. **External and interpersonal factors:** family patterns and relationships, friends, community factors, status of different groups in society, school factors, etc

B. STANDARDS OF BEHAVIOUR EXPECTED IN OUR SCHOOL

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

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

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

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

THE BOARD OF MANAGEMENT

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

STAFF

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

Staff have the right to expect

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

- ♦ To teach in an atmosphere that encourages and facilitates professional development from various support agencies

Staff are expected to

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

PARENTS/GUARDIANS

Parents and Guardians have the right to expect to

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

Parents/Guardians are expected to

- ♦ Be familiar with and support the Code of Behaviour and all school policies
- ♦ Encourage their children to follow our code. Our school code requires children to:
 - a) behave in a responsible manner towards themselves and others, showing consideration courtesy and respect for other pupils and adults at all times
 - b) show respect for the property of each individual and of the school at all times
 - c) behave in a way which will uphold the good name of the school at all times
- ♦ Ensure that children attend school punctually. School begins at 8.50am. Junior and Senior Infants go home at 1.30pm. Parents are reminded that senior classes are still at work in the prefabs and should make every effort with their children to be reasonably quiet when passing by. Pupils in First Class up to Sixth Class go home at 2.30pm. In the interest of safety, children are not allowed to walk on the school wall while entering and exiting from school grounds. **The Board of Management does not take responsibility for children in the school yard before 8.45pm or after 2.30pm unless they are attending extra-curricular classes.**
- ♦ Say goodbye to their children in the school yard when the morning bell rings, except for Junior Infants

- ♦ Ensure that their child is wearing the full school uniform at all times. The school uniform is worn for the Confirmation Ceremony.
- ♦ Ensure children have the correct books, copies, indoor runners, PE clothes (t-shirts, tracksuits or shorts) and an old shirt for Visual Arts activities
- ♦ Be interested in, support and encourage their children's school work.
- ♦ Sign homework notebook every night
- ♦ Provide a healthy lunch in accordance with the Healthy Eating Policy.
- ♦ Ensure that children attend school regularly. According to the Education Act 2000 parents are obliged to notify the school if their child is absent, preferably in writing. If a child is absent for over 20 days, the school is obliged to report to the National Education Welfare Board.
- ♦ Communicate to the school problems which may affect a child's behaviour
- ♦ Co-operate with teachers in instances where their Childs is causing difficulties for others
- ♦ Be willing to use respectful ways of resolving difficulties

PUPILS:

Pupils have the right to expect to

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

All children are expected to follow the GOLDEN RULES and the following SCHOOL & PLAYTIME RULES which they devised themselves. Our rules are reviewed regularly in the interest of the health, safety and happiness of all the children in our care.

1. GOLDEN RULES

There are six **Golden Rules** in our school. If the children strive to keep the Golden Rules during the week, they are rewarded with Golden time on a Friday. Golden time is a very happy session where the children engage in very pleasant activities organised by the teachers as a reward for good behaviour. The following are our six Golden Rules;

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

2. SCHOOL RULES

1. Food

- No nuts of any kind are allowed.
- Drinks are not allowed in the school yard.
- Children are required to bring nutritious lunches according to our Healthy Eating Policy
- Chewing gum, crisps, fizzy drinks and glass bottles are not allowed in the school

2. Pupils must be punctual at all times. School begins at 8.50am. Afternoon classes begin at 12.30pm. Junior and Senior Infants go home at 1.30pm. Pupils in First Class up to Sixth Class go

home at 2.30pm. *The Board of Management does not take responsibility for children in the school yard before 8.45pm or after 2.30pm unless they are attending extra-curricular classes.*

3. The following behaviour is strictly forbidden:-
Shouting and running within the school building, loitering, vandalism, littering, rudeness, giving cheek, bad language, name calling, rough play, kicking, punching, throwing stones, scratching or scraping.
4. All types of bullying are unacceptable and strictly forbidden.
5. **Uniform**
 - The correct full school uniform must always be worn with suitable, safe, flat footwear.
 - The full school uniform must be worn for the Confirmation Ceremony.
 - Long hair should always be tied back.
 - Make-up is strictly forbidden.
6. Indoor runners must be worn in the classrooms.
7. **Jewellery must be kept to a minimum.**
 - Only small safe earrings are acceptable i.e. studs, sleepers. No large hoops or long dangling earrings are allowed.
 - Nose jewellery is strictly forbidden.
 - Long necklaces or chains are not allowed.
 - Nails should be kept short. Long/False nails are forbidden.
8. Runners, tracksuits or shorts & t-shirts must be worn for Physical Education.
9. Children who have been absent from school must bring a written explanation to the teacher/principal.
10. Children must follow the safe route in and out of the school grounds, i.e. to enter through the stiles, to follow route set out by green fence, to walk behind the prefab and into playground.
11. Children must enter and leave the school through the yard doors.
12. During school hours children are not allowed to leave the school premises without permission from parents.
13. Children are not allowed into the school building during playtime without permission.
14. All types of mobile phones are forbidden.

Pupils should

- ♦ Come to school every day and be on time
- ♦ Wear the full correct uniform and suitable shoes
- ♦ Bring the correct books, copies, indoor runners and PE clothes. Leave all valuables at home, including mobile phones.
- ♦ Walk quietly in their class line when entering and leaving the school building. Walk quietly inside the school building
- ♦ Enter and leave the school through the yard doors
- ♦ Seek permission from staff before entering the building during playtime in the yard
- ♦ Work quietly and do their best at all times
- ♦ Complete assigned homework, oral, practical and written.
- ♦ Listen to, obey and be polite to the school staff
- ♦ Behave in a kind, caring, gentle and respectful way at all times

- ♦ Respect their own belongings and that of others
- ♦ Respect all school property.
- ♦ Keep the school clean and tidy and follow the *Green School Code*
- ♦ Bring a written explanation to the teacher as to why they were absent
- ♦ Eat a healthy lunch. No nuts of any kind are allowed. No drink is allowed in the yard. Chewing gum, crisps, fizzy drinks and glass bottles are forbidden.
- ♦ Ensure long hair is tied back. No hats, gloves (fingerless) or bandanas are worn in class
- ♦ For safety reasons keep their jewellery to a minimum (Large hoop and long dangling earrings, long necklaces and facial piercing are forbidden). Nails should also be kept reasonably short

Pupils should not

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

3. PLAYTIME RULES

Pupils should

- Respect the 6th class helpers
- Not run around the classroom
- Include other pupils in games and activities
- Take turns and play fairly
- Walk up the steps between both yards
- Stay out of the clay area and not cross the red line or sit on the basket ball bars
- Not enter the school premises without permission from staff
- Freeze on first bell and walk quietly into their class line on the second bell.
- Enter and leave the building in their class line walking on the right or left of the corridor.

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

C. PROMOTING GOOD BEHAVIOUR

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

- ♦ Give the pupils responsibility and involvement
- ♦ We understand why the code is important and our part in making it work
- ♦ We can see that the code works in a fair way
- ♦ Our standards set high expectations for our pupil behaviour and they are clear, consistent and widely understood
- ♦ We encourage parents to support the school in promoting good learning behaviour
- ♦ We aim to create a happy school atmosphere

- ♦ We model good behaviour
- ♦ We have very clear school and class routines
- ♦ We give children clear boundaries and rules (Golden rules, school rules and playtime rules)
- ♦ We help pupils to recognise and affirm good learning behaviour
- ♦ We recognise and give positive feedback about behaviour
- ♦ We adopt a variety of activities and methodologies to sustain pupil interest and motivation
- ♦ We teach the children skills to manage their own behaviour and respond appropriately. The SPHE Curriculum is implemented in each class.
- ♦ We help pupils with special educational needs to understand and observe the code
- ♦ We have a clear system of acknowledging and rewarding good behaviour, and sanctions for misbehaviour is adopted throughout the school

REWARDS

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

Staff are aware that rewards motivate the pupils when:

- ♦ They are meaningful
- ♦ The pupils understand what the reward is given for
- ♦ They acknowledge behaviour that is valued
- ♦ They are closely linked in time to that specific behaviour
- ♦ They are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors
- ♦ They are given for effort and not only for achievement
- ♦ They are used consistently and by all staff
- ♦ They are used in an inclusive way

Rewards are used in the following way

- a) Reward appropriate behaviour as soon as possible
- b) Make the rewards small, and attainable
- c) Make the rewards cooperative (i.e. Encouraging the class to work together for a reward)
- d) Never take back a reward, and
- e) Use the element of surprise (e.g. By giving a double reward unexpectedly)

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

- Praise
- Written comments on work
- Stickers, badges, ink stamps and stars, etc
- Golden time, e.g. video
- Work displayed in classroom, corridors, notice boards or website
- Raffle tickets
- Treats
- Prizes
- Certificates

- Homework Pass
- Assemblies

D. RESPONDING TO INAPPROPRIATE BEHAVIOUR

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

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

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

- ♦ We have agreed ways of describing behaviour, e.g. school and class rules
- ♦ We have arrangements for recording behaviour, e.g. yard books, incident books, accident books, end of year school reports
- ♦ We apply the following ladder of intervention:
 - a. **Support for all** - Most pupils behave appropriately with consistent, clear rules and routines. Minor misbehaviours are attended to by the class or yard teacher
 - b. **Additional support for some pupils** - Some pupils need more active intervention to help them to manage their behaviour. Otherwise they may be at risk of failing, behaviourally, socially and educationally. Additional inputs or interventions include, referral to another teacher or adult who can work with the pupil, set targets for behaviour (behaviour contracts) and monitor the pupil in a supportive way.
 - c. **Specialised support for a small minority of pupils** - A small minority of pupils may show particularly challenging behaviour. They do not respond to low-level interventions and will need a sustained and systematic response involving school and home. The Principal may need support to assist in responding to pupils with behavioural difficulties, e.g. National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services.
- ♦ Minor, serious or gross misbehaviours will be judged by the teachers and/or the Principal based on the common sense approach with regard to the gravity or frequency of such misbehaviours. The application of sanctions is a staged approach, which means that initially misbehaviour is dealt with by the class or yard teacher by way of warning or advice but if it is more serious or persistent the Principal will be involved and finally the parents.

SANCTIONS

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

- ♦ Helping pupils to learn that their behaviour is unacceptable

- ♦ Helping pupils to understand that they have choices about their own behaviour and that all choices have consequences.
- ♦ Helping them to learn to take responsibility for their behaviour
- ♦ Prevent serious disruption of teaching and learning
- ♦ Keep the pupil, or other pupils or adults, safe

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

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

COMMON MINOR MISBEHAVIOURS JUNIOR INFANTS TO 2ND CLASS

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

SANCTIONS

- Verbal reprimand
- Reasoning With Pupil
- Time out age appropriate
- Make child apologise
- Incomplete Work May Have To Be Completed
- Take stars from Class Star List

- Indoor recreation sanction - To tell a child to sit/stand in the corridor under the supervision of staff.
- Outdoor recreation sanction - To tell a child to stand in the red square which is a specific area of the school yard for time out
- Speak to parent if misbehaviour is constant

SERIOUS MISBEHAVIOURS

- Spitting/biting
- Hitting/fighting
- Bad language/inappropriate language
- Name calling
- Throwing things
- Stealing
- Defiance
- Shouting in peoples faces
- Excluding children
- Discrimination
- Bullying
- Lying to get others in trouble
- Not doing homework
- Throwing furniture

EXTRA SANCTIONS

- Remove from group
- Change seating arrangement
- Parents invited to meet to relevant teacher and/or Principal
- Formal Report To The Board Of Management
- Suspension

COMMON MINOR MISBEHAVIOURS 3RD TO 6TH CLASS

- Swinging on chairs
- Shouting/answering out of turn
- Fidgeting with pencilcases, crayons, etc
- Running around the classroom/school
- Not staying in line
- Taking, touching, commenting on others food
- Not tidying up
- Writing in each others copies
- Tale telling
- Leaving food around
- Shouting in peoples faces
- Not wearing uniform

SANCTIONS

- Verbal reprimand
- Reasoning With Pupil

- Make child apologise
- Badly Presented Work May Have To Be Redone
- Incomplete Work May Have To Be Completed
- Speak to parent if misbehaviour is constant
- Misbehaviour recorded in homework notebook

SERIOUS MISBEHAVIOURS

- Punctuality
- Not doing homework/getting homework signed
- Stealing
- Defiance
- Excluding children
- Discrimination
- Bullying
- Fighting
- Bad language/inappropriate language

EXTRA SANCTIONS

- Completion of Thinking about my Behaviour Form (*available for viewing at office*)
- Completion of Thinking about my Behaviour Form to be signed by parent
- Parent meet Principal and relevant teachers
- To give or take away a job
- Golden Time withdrawn
- Referral to Principal
- Formal Report To The Board Of Management
- Suspension

ANTI-BULLYING POLICY

The prevention of bullying is an integral part of our Code of Behaviour and discipline. Our active school policy is most effective because it is integrated in a climate which encourages respect, trust, caring, consideration and support for others. Teachers act as role models. Disciplinary measures are firm, clear and consistent. Staff use techniques based on positive motivation and recognition, which are most effective in promoting desired behaviour. Self esteem is the single most influential factor in determining behaviour.

Bullying is defined as REPEATED aggression, verbal, psychological, or physical, conducted by an individual or group against others.

There are different **types of bullying**.

- ♦ **Physical Aggression:** pushing, shoving, punching, kicking, poking, tripping or "mess" fights
- ♦ **Damage to Property:** items of personal property may be defaced, broken, stolen or hidden.
- ♦ **Intimidation:** use of very aggressive body language with the voice being used as a weapon.
- ♦ **Extortion:** demands for money or victims forced into theft of property for delivering to the bully
- ♦ **Abusive Telephone Call:** abusive anonymous telephone call and messages
- ♦ **Isolation:** a person is deliberately isolated, excluded or ignored by some or all of the group. It may be accompanied with written insulting remarks.

- ♦ **Name Calling:** persistent name calling directed at the same individual which hurts, insults or humiliates
- ♦ **Racial bullying:** mainly involves ethnic name-calling, other forms of verbal taunting and physical assault.
- ♦ **Slagging:** slagging extends to personal remarks about hygiene, clothing, appearance, family etc
- ♦ **Cyber Bullying:** bullying by means of text, email, social networks, etc

Symptoms of Victim

- ♦ Anxiety about travelling to and from school, requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- ♦ Unwillingness to go to school, refusal to attend, mitching
- ♦ Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school
- ♦ Pattern of physical illness e.g. headaches, stomach aches
- ♦ Unexplained changes in mood or behaviour. It may be particularly noticeable before returning to school after weekends or more especially after longer school holidays
- ♦ Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
- ♦ Spontaneous out of character comments about either pupils or teachers
- ♦ Possessions missing or damaged
- ♦ Increased requests for money or stealing money
- ♦ Unexplained bruising or cuts or damaged clothing
- ♦ Reluctance and/or refusal to say what is troubling him/her

If bullying behaviour is reported by pupil/s the following procedure applies:

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

MOBILE PHONES

1. If a child comes to school with a mobile phone:-
 - ♦ It will be confiscated immediately.
 - ♦ Teachers will access and check data (photographs or recordings) taken within the school environment.
 - ♦ Mobile phones will only be returned to parents.
2. Staff do not use mobile phones in class unless in an emergency

E. IMPLEMENTING THE CODE OF BEHAVIOUR

Procedures to implement this policy:

- ♦ Each year all new parents are given a copy of the Code of Behaviour. They are requested to revise rules with their child and to complete a form stating that they are willing to support our policy.
- ♦ In September pupils and teachers devise their own classroom rules.
- ♦ Our Golden Rules and school rules are clearly displayed in all classrooms and on the notice boards.
- ♦ A copy of the rules are sent home to parents annually.
- ♦ The children are reminded of the school rules on a regular basis in each classroom and also at assembly by the principal. At the beginning of each term the Principal and staff bring similar age groups together to go over the rules in a formal manner.
- ♦ Children with Special Educational Needs may need help to learn appropriate behaviour & skills. Staff will check regularly that these pupils can understand the rules. They will help them to understand the purpose of a sanction and the reason for unacceptable behaviour. Some children may need visual prompts or pictures and may need to practice observing the rules with feedback on their progress
- ♦ Parents are encouraged to share information about anything that might affect a pupil's behaviour in school and to communicate any concerns they may have about a pupil, and explore ways of helping the pupil.
- ♦ Teachers alert parents to early warning signs about their child's behaviour, so that ways of helping the child can be discussed and agreed
- ♦ The Code of Behaviour is reviewed regularly at Staff Meetings in light of incidences that may arise.
- ♦ A clear system of acknowledging and rewarding good behaviour, and sanctions for misbehaviour is adopted throughout the school
- ♦ Teachers adopt classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- ♦ Teachers can influence attitudes to unacceptable behaviour, in a positive manner through a range of curricular initiatives, e.g. Stay Safe Programme, English, Art, Drama, Religious Education or Physical Education, Circle Time etc.
- ♦ Pupils involved in bullying need assistance on an ongoing basis. They need help to learn other ways of meeting their needs without violating the rights of others. Opportunities are provided for them to participate in activities designed to raise their self-esteem and to develop their friendship and social skills. Learning strategies applied within the school allow for the enhancement of the pupils self-worth.
- ♦ Children are supervised by staff at all times. A supervision rota is in operation for recreational times. The Special Needs Assistants monitor closely the children assigned to them.
- ♦ All staff are aware of children with behavioural difficulties.
- ♦ The following are the routines for recreation periods

OUTDOOR RECREATION

- A. Junior and Senior Infants play on the lower yard and 1st up to 6th class play in the top yard. Games are painted on both yards. Playground games have been taught to children. Children from 1st up to 6th classes are provided with long class skipping ropes. Children are encouraged to bring in their own skipping ropes. Senior classes can play basketball.
- B. Children are supervised by three or four staff members in both yards.
- C. Pupils who are ill remain in sick bay with a Special Needs Assistant.

- D. If a child is injured in the yard, first aid is provided by staff in the yard or in sick bay depending on injury
- E. Children are allowed to use the toilets with permission from staff

INDOOR RECREATION

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

- buddy system,
- a child is supervised more closely by Special Needs Assistant either in the classroom or in another room
- or a child may go to another classroom for this period

IMPLEMENTATION

As a result of Teresa attending an Anti Bullying Seminar our new policy was revised again.

- The staff may adopt the following recommended initiatives (forms available in Anti Bullying Support Materials by PDST) :
 - A confidential pupil survey on bullying or an anti bullying/friendship questionnaire which can help the school discover the extent, location, frequency, and nature of bullying behaviour.
 - A confidential questionnaire which can help create a climate where pupils can believe that it is safe to tell, that bullying is clearly seen as unacceptable, that teachers take bullying seriously and that those involved in bullying will receive help.
 - A bullying sociogram which is a series of questions to uncover the social dynamic in a class. The teacher is better placed to identify strengths within the group, empower bystanders, and encourage mutual support between pupils.
- Teacher applies some of the following intervention strategies (Appendix 11)
 - The traditional disciplinary approach imposes sanctions where necessary.
 - Strengthening the victim approach is aimed at encouraging victims to be more assertive and hence raise their self esteem.
 - Mediation is an attempt to bring about a peaceful settlement or compromise between the bully and the victim and is assisted by a mediator.
 - Restorative Practice is where time is given to both victim and bully after which an action is suggested, undertaken, accepted and monitored in order to restore their relationship.
 - The support group method is where the bully empathises with the victim and provides a solution with the help of a group of pupils.
 - The method of shared concern is aimed at empowering pupils who have contributed to bullying behaviour, or who have become aware of bullying to act to resolve the problem.
- Anti Bullying Support Materials are available on the PDST website.
- A video link recommended for senior children
http://www.youtube.com/watch?v=_o8auwnJtqE&sns=em

NOTING, REPORTING AND RECORDING OF UNACCEPTABLE BEHAVIOUR

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

F. PROCEDURES FOR SUSPENSION AND EXPULSION

Each individual has a legal right to education which mean that decisions to suspend or expel a pupil are open to appeal and may be subject to judicial review by the High Court. Our school applies fair procedures in the investigation and decision making that lead to a suspension or expulsion. Every person has the right to be heard and the right to impartiality.

The **right to be heard** means:

- ♦ the right to know that the alleged misbehaviour is being investigated
- ♦ the right to know the details of the allegations being made and any other information that will be taken into account
- ♦ the right to know how the issue will be decided
- ♦ the right to respond to the allegations
- ♦ where the possible sanction is of a serious nature, the right to be heard by the decision-making body
- ♦ where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The **right to impartiality** means:

- ♦ the right to an absence of bias in the decision-maker
- ♦ the right to impartiality in the investigation and the decision-making.

However, in circumstances of particular complexity, the Board of Management may need to seek legal advice to support their decision-making. Where allegations of criminal behaviour are made about a pupil, these will be referred to the Gardaí who have responsibility for investigating criminal matters. The Juvenile Liaison Officer can be a significant source of support and advice for the school and the pupil.

SUSPENSION

Suspension is defined as requiring the pupil to absent himself/herself from the school for a specified, limited period of school days. The Board of Management has the authority to suspend a pupil. This authority is delegated to the Principal at a Board of Management meeting and is recorded in the minutes.

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

- ♦ 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

Some examples include serious incidents such as aggressive, threatening or violent behaviour towards teachers or pupils, bullying, vandalism, verbal abuse/offensive language, supply of illegal drugs, stealing, disruptive behaviour or repeated instances of misbehaviour. Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value. Suspensions can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.

The following factors are taken into consideration before suspending a pupil

1. The nature and seriousness of the behaviour
2. The context of the behaviour
3. The impact of the behaviour
4. The interventions tried to date
5. Whether suspension is a proportionate response
6. The possible impact of suspension

Forms of suspension

1. *Immediate suspension* is where a pupil would represent a serious threat to the safety of pupils or staff.
2. *Automatic suspension* is where certain behaviours warrant automatic suspension as a sanction.
3. *Rolling Suspension* is where a pupil is suspended again shortly after they return to school.
4. *Informal or Unacknowledged Suspension* is where a pupil is excluded for part of the school day, as a sanction.
5. *Open-Ended Suspension* is where a pupil is suspended for an indefinite period.

Procedures before Suspension

- ♦ The pupil and parents will be informed about the complaint. Parents may be informed by phone or in writing depending on the seriousness of the matter.
- ♦ Parents and pupil will be given an opportunity to respond and will be informed how misbehaviour will be investigated and that it could result in a suspension

Suspension Periods

- ♦ A preliminary investigation is conducted to establish the case for the imposition of an immediate suspension.
- ♦ The formal investigation follows the imposition.
- ♦ No suspension will be open-ended.
- ♦ A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management guides the Principal concerning the kinds of circumstances under which suspensions of longer than three days might be approved.
- ♦ The Board of Management may authorise the Principal to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion.
- ♦ The Board of Management places a ceiling of ten days on any one period of suspension imposed by it.
- ♦ The Board reviews any proposal to suspend a pupil, where the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

APPEALS

The Board of Management will offer an opportunity to appeal the Principal's decision to suspend a pupil. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron. Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education Act 2007. At the time when parents are being formally notified of such a suspension, they and the pupil will be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and will be given information about how to appeal.

Implementing the Suspension

The Principal notifies the parents and pupil of a decision to suspend in writing with a follow up meeting. The letter confirms:

- ♦ The period of the suspension and the dates on which the suspension will begin and end

- ♦ The reasons for the suspension - A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.
- ♦ Any study programme to be followed
- ♦ The arrangements for returning to school, including any commitments to be entered in to by the pupil and the parents (for example, parents and child may be asked to reaffirm their commitment to the code of behaviour). After suspension ends a pupil is re-integrated and starts again with a clean slate. A Behaviour Plan for the pupil may need to be organised if necessary.
- ♦ The provision for an appeal to the Board of Management
- ♦ The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29)

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education Welfare) Act, 2000, section 21(4) (a)) The Principal reports all suspensions to the Board of Management, with the reasons for and the duration of each suspension. Detailed record will be kept on each case. BOM considers carefully the position of the parents/guardians and notes any assurances provided to comply with the Code of Behaviour.

EXPULSION

Authority to expel

Expulsion of a pupil is only taken in extreme cases of unacceptable behaviour. Expulsion is a proportionate response to a pupil's behaviour. It is considered when other interventions have exhausted all possibilities for changing a pupil's behaviour. Such interventions include:

- ♦ Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour
- ♦ Making sure that the pupil understands the possible consequences of their behaviour, if it should persist
- ♦ Ensuring that all other possible options have been tried
- ♦ Seeking the assistance of support agencies (e.g. 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)

A proposal to expel a pupil requires serious grounds such as:

- ♦ The pupils behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- ♦ The pupils continued presence in the school constitutes a real and significant threat to safety
- ♦ The pupil is responsible for serious damage to property

Automatic Expulsion is where the school community name certain behaviours that warrant automatic expulsion as a sanction.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- ♦ A serious threat of violence against another pupil or member of staff
- ♦ Actual violence or physical assault
- ♦ Supplying illegal drugs to other pupils in the school
- ♦ Sexual assault

Factors to consider before proposing to expel a pupil

1. The nature and seriousness of the behaviour
2. The context of the behaviour
3. The impact of the behaviour
4. The interventions tried to date
5. Whether expulsion is a proportionate response
6. The possible impact of expulsion

Expulsion Procedures

1. *A detailed investigation carried out under the direction of the Principal where she will*
 - ♦ Inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
 - ♦ Give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
 - ♦ If a pupil and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour.
2. *A recommendation to the Board of Management by the Principal*
 - ♦ Inform the parents and the pupil that the Board of Management is being asked to consider expulsion
 - ♦ Ensure that parents have records of the allegations against the pupil; the investigation, and written notice of the grounds on which the Board of Management is being asked to consider expulsion
 - ♦ Provide the Board of Management with the same comprehensive records as are given to parents
 - ♦ Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
 - ♦ Advise the parents that they can make a written and oral submission to the Board of Management
 - ♦ Ensure that parents have enough notice to allow them to prepare for the hearing
3. *Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.*
 - ♦ Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.
4. *Board of Management deliberations and 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 must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. The pupil cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification.
5. *Consultation arranged by the Educational Welfare Officer*

Within twenty days of receipt of a notification from a Board of Management, the Educational Welfare Officer must:

- ♦ Make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance
- ♦ Convene a meeting of those parties who agree to attend
- ♦ Ensure that arrangements are made for the pupil to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

6. *Confirmation of the decision to expel*

Board of Management will formally confirm the decision to expel and notify parents.

7. *Appeals*

- ♦ A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science. An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil.
- ♦ The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

CONCLUSION

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

ROLES AND RESPONSIBILITY

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

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

SUCCESS CRITERIA

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

Monitoring Procedures

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

Signed: Gerard Farrell, Chairperson & Teresa Neylon Principal. REVIEW DATE: JUNE 2017