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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 published 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.

GOALS OF THE 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

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 acknowledgement 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
 - ***Personal Factors***: Age, Personality, Experience, Skills, Medical issues, Ability to learn etc
 - ***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; Board of Management, Staff, Parents and Pupils, has a role to play in the implementation of this code of behaviour.

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 / 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:
 - Behave in a responsible manner towards themselves and others, showing consideration, courtesy and respect for other pupils and adults at all times
 - Show respect for the property of each individual and of the school at all times
 - 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.
- Ensure that children do not walk on the school wall while entering and exiting from the school grounds – this is for health and safety reasons. *The Board of Management does not take responsibility for children in the school yard before 8.45am 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
- Ensure their child wears their full school uniform
- Ensure children have the correct books, copies, PE clothes etc.
- Be interested in, support & encourage their children's school work
- Sign homework notebook every night
- Provide a healthy lunch in accordance with Healthy Eating policy
- Ensure that children attend school regularly and notify school of reason for any absences. If a child is absent for more than 20 days the school must report to NEWB
- Communicate to school any problems which may affect child's behaviour
- Co-operate with teachers in instances where their child 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

Pupils are expected to:

- Come to school every day and be on time
- Wear the full correct uniform and suitable shoes
- Bring the correct books, copies and PE clothes
- Leave all valuable at home (including mobile phones)
- Walk quietly inside the school building
- 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

Pupils should not:

- Be hurtful to others
- Shout, be rude, give cheek, use bad language, name call, start rumours, threaten etc.
- Play roughly, hit, kick, scratch, spit, bite etc.
- Bully others
- Steal
- Leave the school premises during school hours without permission of parents.

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

GOLDEN RULES:

Be Gentle	Do not hurt anybody
Be Kind & 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

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.

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 as per Healthy Eating policy
 - Chewing gum, Crisps, Fizzy drinks & Glass Bottles not allowed in the school
2. Pupils must be punctual at all times. School begins at 8.50am. Junior & 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 on the school grounds before 8.45am 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:
 - Correct full school uniform must always be worn with suitable, safe, flat footwear
 - PE clothes are worn to school on PE day
 - Long hair should always be tied back
 - No hats, gloves (fingerless) or bandanas are worn in class
 - Make-up is strictly forbidden
6. Runners, tracksuits or shorts & t-shirts must be worn for physical education
7. Jewellery must be kept to a minimum:
 - Only small safe ear-rings 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
8. Finger nails should be kept short. Long / false nails are forbidden
 9. Parents of children who have been absent from school must log the reason for the absence on the Aladdin app (under the “Attendance” section). Alternatively the child should bring a written explanation to the teacher / principal on their return to school.
 10. Children must follow the safe route in and out of the school grounds i.e. enter through the stiles, follow the route set out by the green fence, walk behind the prefab and into the playground
 11. Children must enter & leave the school building via the assigned doors for their class
 12. During school hours children are not allowed to leave the school premises without permission from parents i.e. parent / guardian must “sign out” at the office.
 13. Children are not allowed into the school building during playtime, without permission
 14. Mobile phones are forbidden (please refer to Mobile phone policy for full details)

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
- Not 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 the 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

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

Our 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 & expectations of the whole school community.

Standards & 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 & any other extra-curricular activities.

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, School and Playtime)
- We help pupils to recognise and affirm good learning behaviour
- We recognise and give positive feedback about good 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, which is adopted throughout the school

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

Staff are aware that rewards motivate the pupils when:

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

Rewards are used in the following way:

- Reward appropriate behaviour as soon as possible
- Make the rewards small and attainable
- Make the rewards co-operative (i.e. encouraging the class to work together for a reward)
- Never take back a reward
- Use the element of surprise (e.g. by giving a double reward unexpectedly)

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

Praise	Written comment on work	Golden time e.g. Video	Homework Pass
Treats	Stickers, Badges, Ink Stamps and Stars etc.	Raffle Tickets	Assemblies
Prizes	Work displayed in classroom, corridors, notice boards or website	Certificates	

D. RESPONDING TO INAPPROPRIATE BEHAVIOUR:

Our school adopts the following 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. accident book, end of year report
- We apply the following ladder of intervention:
 - ***Support for all*** – most pupils behave appropriately with consistent, clear rules and routines. Minor misbehaviours are attended to by the class or yard teacher
 - ***Additional Support*** – 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.

- ***Specialised Support*** – 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 NEPS, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education NCSE, Child Guidance Services or Adolescent Mental Health Services CAMHS.
- 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

JUNIOR INFANTS UP TO 2ND CLASS

COMMON MINOR MISBEHAVIOURS		
Swinging on Chairs	Shouting / Answering out of turn	Fidgeting with Pencil Cases, Crayons, etc.
Not staying in line	Fighting in the line over place	Running around the classroom / school
Dumping Lunch	Tale telling	Taking, Touching, Commenting on others food
Constant Talk	Not tidying up	Taking things belonging to others
Out of Seats	Bossing excessively	Writing in each others copies
Interrupting	Writing on Tables	Splashing in the yard
SANCTIONS		
Verbal Reprimand	Incomplete Work may have to be Completed	
Reasoning with Pupil	Indoor Recreation: sit / stand in corridor under supervision of staff	
Time out (age appropriate)	Outdoor Recreation: child to stand in red square (a specific area of the school yard) for a time out	
Make child Apologise	Speak to Parent if misbehaviour is constant	
Take Stars from Class Star list	Complete “Thinking about my Behaviour” template with help from staff member	

SERIOUS MISBEHAVIOURS		
Spitting / Biting	Stealing	Bad / Inappropriate Language
Hitting / Fighting	Defiance	Shouting in People’s Faces
Bullying	Throwing furniture	Lying to get others in trouble
Name Calling	Excluding Children	Not doing Homework
Throwing Things	Discrimination	
EXTRA SANCTIONS		
Remove from the group	Parents invited to meet relevant teacher and / or Principal	
Change Seating Arrangement	Formal Report to Board of Management	
Suspension		

3RD UP TO 6TH CLASS

COMMON MINOR MISBEHAVIOURS		
Swinging on Chairs	Shouting / Answering out of turn	Fidgeting with Pencil Cases, Crayons, etc.
Not staying in line	Tale Telling	Running around the classroom / school
Shouting in peoples faces	Leaving Food around	Taking, Touching, Commenting on others food
Not wearing uniform	Not tidying up	Writing in each others copies
SANCTIONS		
Verbal Reprimand		Badly Presented Work may have to be Redone
Reasoning with Pupil		Incomplete Work may have to be Completed
Make child Apologise		Speak to Parent if misbehaviour is constant
Misbehaviour Recorded in Homework Notebook		Complete “Thinking about my Behaviour” template with help from staff member

SERIOUS MISBEHAVIOURS		
Punctuality	Stealing	Bad / Inappropriate Language
Fighting	Defiance	Excluding Children
Bullying	Discrimination	Not doing Homework / getting homework signed
EXTRA SANCTIONS		
Completion of Thinking about my Behaviour Form		Completion of Thinking about my Behaviour Form <i>to be signed by parent</i>
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 policy is embedded in a climate which encourages respect, trust, care, 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 the 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 or 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, the parent is required to make an appointment to meet the class teacher or the Principal. The procedure from no. 2 above will be followed.

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 sign a declaration 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 incidents 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 1 st up to 6 th class play in the top yard. Games are painted on both yards. Playground games have been taught to the children. Children from 1 st up to 6 th classes are provided with long class skipping ropes. Children are encouraged to bring in their own skipping ropes. Senior classes can play basket ball
b.	Children are supervised by 3 or 4 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 the injury
e.	Children are allowed to use the toilets with permission from staff

INDOOR RECREATION	
a.	If the children are having indoor recreation, Middle and Junior classes are given activities as directed by the class teacher.
b.	Activities are suggested to the more senior classes.
c.	The senior pupils assist the staff with the junior classes during lunch time and indoor recreation.
d.	Certain arrangements are made for children who have behavioural problems, medical problems or special needs during the above periods e.g. (i) Buddy System, (ii) a child is supervised more closely by Special Needs Assistant either in the classroom or in another room or (iii) a child may go to another classroom for this period

F. 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 the teacher on yard duty will inform class teacher and / or Principal if a child seriously misbehaves in the yard. Teacher may record details of the incident. 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 and parents may be contacted.

If a child is misbehaving on a regular basis, the principal is informed and parents may be contacted.

Parents / guardians are encouraged to contact the teacher or the principal regarding incidents of unacceptable behaviour

After investigation parents & 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.:

- The investigation (including notes of all interviews held)
- The decision-making process
- The decision and the rationale for the decision
- 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.

G. PROCEDURES FOR SUSPENSION AND EXPULSION:

Each individual has a legal right to education which means 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

Examples:

- Aggressive, threatening or violent behaviour towards teachers or pupils
- Bullying
- Vandalism
- Verbal abuse / offensive language
- Supply of illegal drugs

- Stealing
- Disruptive behaviour
- 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 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 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 3 days might be approved.

- The Board of Management may authorise the Principal to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion
- The Board of Management places a ceiling of 10 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 20 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 20 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 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 & 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 arrangement for returning to school, including any commitments to be entered into by the pupil and the parents (e.g. parents & 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 & pupil to try to find ways of helping pupil to change their behaviour
- Making sure that 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 NEPS, HSE Community Services, The National Behavioural Support Service, Child and Adolescent Mental Health Services CAMHS, National Council for Special Education NCSE).

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 he 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 & pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made & 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 & 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 is being asked to consider expulsion
 - Provide Board with the same comprehensive records as are given to parents
 - Notify parents of the date of the hearing by the Board & invite them to attend that hearing
 - Advise parents that they can make a written & oral submission to the Board
 - Ensure 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 & parents are not present for the Board's deliberations
4. Board of Management deliberations and actions following the hearing:
 - Where the Board, 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 (EWO) in writing of its opinion, and the reasons for its opinion. The pupil cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification.
5. Consultation arranged by the Educational Welfare Officer:
 - Within 20 days of receipt of a notification from a Board, the EWO must:
 - i. Make all reasonable efforts to hold individual consultations with the Principal, the parents & the pupil & anyone else who may be of assistance
 - ii. Convene a meeting of those parties who agree to attend
 - iii. 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 Education Welfare Board (NEWB) on behalf of the 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:

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 & parents.

- Parents are requested to read the 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 & 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 light of any incidences that may occur.

RATIFICATION:

The Board of Management have ratified this policy on: 21/06/2021

Signed: *Bernie Ryan*

Chairperson

Signed: *Fergal Naughton*

Principal

THINKING ABOUT MY BEHAVIOUR

1. Think back to what happened.

What did I do? _____



2. What rule was broken?

3. What is my side of the story?



4. What can I do to fix things up? Make things better?
