

Code of Behaviour Castlerock NS Aclare Co Sligo

Introduction

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Castlerock NS has prepared and made available a Code of Behaviour for its Pupils, Staff and Parents

The standards and rules contained in the code of behaviour apply while the pupil is on the school premises. They also apply in any situation where the student, although outside the school, is still the responsibility of the school. Examples include school tours, swimming, games and extracurricular activities and attendance at events organised by the school.

Formulation of Code

The draft amended code was formulated by the Principal and staff following an audit and review of the school's existing code of behaviour.

The NEWB publication *Developing a Code of Behaviour: Guidelines for Schools National Educational Welfare Board, 2008*, was consulted in the process.

- Parents were consulted through the Parents Association and the parents' representatives on the Board of Management.
- Pupils were consulted at an Assembly

Suggestions were considered by the BOM and the Code of Behaviour was then presented to the BOM for ratification.

Relationship to characteristic spirit of the school

Castlerock NS is a Roman Catholic school and in cooperation with the partners in education aims to promote the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual.

We seek to

- educate children in making right choices and in accepting responsibility for their actions, thus leading them to the greater freedom of self – discipline.
- foster in the children a sense of respect for themselves, others and the environment. provide an environment that is happy and conducive to learning – one in which each child can develop and grow to his/her full potential.

This can only be achieved when there is a high level of respect and co-operation between all members of the school community.

This policy is an expression of our ethos and of our commitment to the care, well-being and physical safety of each child.

Aims

The aims of the Code of Behaviour of Castlerock NS are:

- To help pupils, teachers and parents understand the behavioural expectations that underpin the code as well as the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To promote positive behaviour and self-discipline so as to allow the school to function in an orderly, effective and harmonious way while ensuring the safety and well being of all members of the school community
- To create an atmosphere of respect, tolerance and consideration for others so as to enhance the learning environment where children can make progress in all aspects of their development
- To develop pupils' self-esteem and to foster the development of a sense of personal responsibility and self-discipline in pupils
- To enable pupils learn and teachers teach without disruption.
- To describe how each member of the school community (students, staff and parents) can help to make the school a good place for learning and teaching.
- To describe how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.

Whole School Approach

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

Expectations underpinning our code

In Castlerock NS we expect all members of the school community including visitors to:

- Show respect for themselves
- Treat each other with respect, sensitivity kindness and courtesy
- Use polite and appropriate language²
- Be mindful of their own safety and that of others and never do anything that might endanger that safety.
- Show respect for school property and property belonging to members of the school community and others
- Wear correct school uniform at all times

- To maintain cleanliness and order in classrooms, corridors, The Halla, communal toilet areas and the school grounds

Bullying is never accepted in this school

Responsibilities

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that school's Anti-Bullying Policy is implemented in a consistent manner
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as required

Staff Responsibilities

- Treat children, parents and other staff members with respect, courtesy and polite language
- Be punctual
- Prepare school work and correct work done by pupils
- Be cognitive of the various needs and ability level of all children in their class and adapt their teaching accordingly
- Be fair and consistent
- Be aware of their duty of care to all children at all times
- Co-operate with and support colleagues and work as part of a team
- Be familiar with, support and implement the school's code of behaviour.
- Create a safe working environment for each pupil by encouraging good routines both inside the classroom and in communal school areas
- To take responsibility for the order of the class during assemblies, concerts, addresses by visitors
- Recognise and affirm good work
- Communicate with parents when necessary and provide reports on matters of mutual concern
- Address bullying/allegations of bullying in accordance with the school's Anti-Bullying Policy

Parents/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves, others and for property
- Treat all school staff and other children with respect, courtesy and polite language
- Ensure that children attend regularly and punctually and provide an explanation if a child is absent from school for any reason
- Be interested in, support and encourage their children's school work and homework

- Be familiar with the code of behaviour and support its implementation.
- Follow school rules and procedures
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others
- Co-operate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy
- Communicate with the school in relation to any problems, which may affect child's progress/behaviour

Pupils' Responsibilities

- Treat all staff, visitors and other children with respect, courtesy and polite language
- Be kind to each other
- Be honest in their dealings with others
- Listen carefully in class and work to the best of their ability.
- Obey teacher's instructions
- Bring correct materials/books to school
- Complete homework and present it on time
- Avoid behaving in any way, which would endanger themselves or others.
- Follow school and class rules.
- Include other pupils in games and activities.
- Respect all school property and the property of others.
- Keep the school environment clean and litter free.
- Attend school regularly and punctually.
- Take pride in their appearance.
- Co-operate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy

Positive Behaviour

Our attitude towards discipline is positive. In order to create a positive learning atmosphere in the classroom and a friendly atmosphere in the playground, we try to focus on praising and encouraging the children. Positive reinforcement (including recognition and affirmation) of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Students are more likely to behave well when:

- They are given responsibility in the school and are involved in the development of the code of behaviour
- they understand why the code is important and their part in making it work
- they can see that the code works in a fair way
- there are standards that set high expectations for student behaviour
- the standards are clear, consistent and widely understood
- parents support the school by encouraging good learning behaviour
- there are good relationships between teachers, parents and students and a happy school atmosphere
- adults model the behaviour that is expected from students

In our school we encourage

- positive everyday interactions between teachers and students
- good school and class routines
- clear boundaries and rules for students
- helping students themselves to recognise and affirm good behaviour
- recognising and giving positive feedback about behaviour
- exploring with students how people should treat each other
- involving students in the preparation of the school and classroom rules

Strategies/Incentives to affirm positive behaviour

- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parent
- Recognising and giving positive feedback about behavior

Relationships between Teachers and Students

Each member of the teaching staff in this school views his or herself as a major source of support, adult empathy and pastoral care. We realize that we have a strong capacity to develop good relationships with students. These relationships are based on carefully balancing warmth and empathy with objectivity, professional detachment, fairness and consistency.

Negative Behaviour

Negative behaviour can be broken down into 2 categories:

- (1) Minor negative behaviour,
- (2) Serious negative behaviour.

Continuous minor negative behaviour automatically becomes serious negative behaviour.

(Examples of negative behaviour from each category can be found in appendix 2)

Any behaviour which has implications for child protection will be dealt with as laid out in our Child Protection Policy.

Behaviour involving serious assault and /or illegal substances will be referred to an Garda Siochana.

Bullying

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting.

Bullying will not be tolerated and all members of the school community will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

Breaches of the school's Anti-Bullying Policy will be dealt with as serious

negative behaviour.

Responding to negative behaviour

A whole-school approach to dealing with negative behaviour will be taken and this includes the following elements:

- agreed ways of describing behaviour
- arrangements for recording behaviour
- a ladder of intervention

The class teacher is the front-line source of help for students. The class teacher will deal with routine incidents of negative behaviour through classroom management strategies, thus minimising the need for other interventions.

Recourse may be had to the principal when necessary. Teachers shall keep a written note or record of all instances of serious/persistent negative behaviour.

Sanctions

We view sanctions as a form of positive intervention - they promote positive behaviour and discourage negative behaviour.

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

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

Sanctions will be applied according to the gravity of the negative behaviour, with due regard to age and emotional development. Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. Students with special educational needs may require help to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.

Where a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff.

Sanctions may include

- Correction
- Reasoning with pupil
- Verbal reprimand including advice on how to improve
- Temporary separation from peers within class /on yard
- Accompanying supervising teacher
- Temporary removal to another class. Child's class work to be done there

- Withdrawal from the particular lesson or peer group
- Time Out (Detention during a break with child's name recorded.)
- Loss of privileges
- Communication with parents/guardians with a view to resolving the problem at an early stage.
- Referral to Principal
- Principal communicating with parents
- Formal report to the Board of Management
- Exclusion (Suspension or Expulsion) from school

Pupils will not be deprived of engagement in a curricular area, except on the grounds of health/safety.

Parents can be assured of a fair hearing and will be made aware of the appeals procedure.

Suspension

Definition of Suspension:

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

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

Authority to Suspend

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

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

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

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

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.

However, a single incident of serious misconduct may be grounds for suspension.

The Board of Management has authorised the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person.

The Board has authorised the Chairperson and / or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

A student will not be suspended for more than five days, except in exceptional circumstances, where the principal considers that it is warranted to achieve a particular objective. Where the Principal is proposing a suspension longer than five days, the matter will be referred to the Board for consideration and approval giving the circumstances and the expected outcomes.

The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal.

Pupils will not be suspended for an indefinite period.

Immediate Suspension and Automatic Suspension

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

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

- Physical assault/violence resulting in bodily harm to a pupil or member of staff
- or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

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

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

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

The Board of Management of Castlerock NS acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

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

Procedures in Respect of Other Suspensions

Where a preliminary assessment of the facts confirm serious misbehaviour that could warrant suspension the school will observe the following procedure:
(1) The student and parents will be informed of the complaint. The parents will be informed in writing about the complaint, how it will be investigated and that it could result in suspension.

(2) The parents and students will be given an opportunity to respond before a decision is made and before any sanction is imposed. There will be a written invitation issued to attend such a meeting.

If a student 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 negative behaviour. The school should record the invitations made to parents and their response.

If suspension is still decided upon the principal will notify the parents in writing of the decision to suspend.

The letter will confirm:

- the period of the suspension and the dates on which the suspension will begin and end.
- the reason for the suspension.
- any study programme to be followed.
- the arrangements for returning to school including any commitments to be entered into by the student and the parents.
- the provision for appeal to the BOM or the Secretary General of the DES.

Appeals

Parents/guardians may appeal the Principal's decision to suspend a student to the Board of Management. When the parents are being formally notified of such a suspension, they will be told about their right to appeal to the Board and will be given information about how to appeal.

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents may appeal the suspension.

At the time when parents are being formally notified of such a suspension, they and the student should 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 should be given information about how to appeal.

Removal of Suspension

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a plan to reintegrate the student into the class and to help the student to take responsibility for catching up on work missed. This plan may include a behaviour plan for the pupil if required. The Principal will re-admit the pupil formally to the class. Pupils will be given the opportunity and support for a fresh start.

Expulsion

Definition of Expulsion

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

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

Authority to Expel

The Board of Management has the authority to expel a student.

Expulsion of a student is a very serious step and one that will only be taken in extreme cases of unacceptable behaviour.

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a clear and persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property

There may exceptional circumstances where the Board of Management forms the opinion that the student should be expelled for a first offence, eg actual violence or physical assault, a serious threat of violence against another student or member of staff, etc.

Procedures in respect of expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedure will be adhered to:

Step 1: A detailed investigation carried out under the direction of the Principal

The Principal will:

- inform the student and their parents in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- arrange a meeting with the student and their parents to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

If a student 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. The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

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

The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion

- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- 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.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

The Board will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where the Board of Management decides to consider expelling a student, it will hold a hearing.

At the hearing, the Principal and the parents will put their case to the Board in each other's presence. Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

Each party will be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction.

Step 4: Board of Management deliberations and actions following the hearing

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

The Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer (EWO) in writing of its opinion, and the reasons for this opinion.

The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification.

The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend.

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education.

Pending these consultations about the student's continued education, the Board of Management will take steps to ensure that good order is maintained and that the safety of students is secured. The Board will consider if it is appropriate to suspend a student during this time. Suspension will only be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

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

Parents will be notified immediately that the expulsion will now proceed.

Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.

A formal record will be made of the decision to expel the student.

Appeals

Under Section 29 of the Education Act, 1998, a parent may appeal a decision to expel to the Secretary General of the Department of Education and Science. The Principal will inform the parents/guardians in writing of their entitlement to appeal a decision of the Board of Management in relation to expulsion and the associated timeframe if it has been decided to permanently exclude a pupil. The principal will give the parents a copy of the standard form on which to lodge an appeal.

Procedure for notification of a pupil's absence from school

Under the Ed Welfare Act 2000 section 23.2.e and section 18 parents must furnish the school with an explanation as to why the child was absent from school. A letter will be sent home at the beginning of each term reminding parents of their obligation to explain any absence from school. The principal is obliged by law to report to the NEWB those children who are absent from school for 20 or more days.

In our school parents may explain a child's absence from school in any of the following ways:

- A note can be given to the teacher – the class teacher will keep this on file
- A note can be written in the class journal
- A note can be written in the homework journal – this will be photocopied and kept on file by the class teacher.
- Parent can contact the school by phone or in person – this will be recorded and kept on file by the class teacher.

This explanation may be given on the first day of absence, at any time during the absence or when the child returns to school. The explanation should give detailed information as to why the child could not attend school.

If an explanation is not given as outlined above the school must record this absence as an unexplained absence on the NEWB returns.

Records

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

- Incidents of misbehaviour,
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

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

Reference to other school policies:

Other school policies may have a bearing on behaviour and should be read in conjunction with the school's Code of Behaviour.

At present these include:

- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy
- Expulsion Policy
- Homework Policy
- IT Acceptable Use Policy
- Mobile Phone Policy
- Substance Use Policy
- Suspension Policy.

Communication

The school will provide a copy of the code to all parents and teachers each September. Parents, pupils and teachers will be reminded regularly about different aspects of the code.

The school will provide parents with a copy of the code of behavior (translated where appropriate) before registration of their child as a student of the school. It is a condition of registration that the parents confirm in writing that the code is acceptable to them and that they will make all reasonable efforts to ensure compliance with the code by their child.

The school will define and teach the behaviours they expect from students. These high expectation of students will be communicated explicitly in class and by the Principal at the monthly assemblies. Reminders will be given frequently at morning assembly.

This may be done individually, at class level, and at whole-school level, in ways that acknowledge differences in age, developmental stage, experience and capacity. Students with special educational needs may require extra help to understand and observe the code.

Monitoring & Review

The school community needs to know how the code is working and how well it is achieving its goals.

The Principal will monitor the operation of the code of behaviour on an ongoing basis. The Board of Management will review the code of behaviour at regular intervals to ensure that the code reflects good practice and meets relevant legal obligations.

Implementation Date

This policy will apply from the date of ratification by the Board of Management.

Ratification

This amended code of conduct was read, discussed and ratified by the Board of Management at its meeting of _____

Copies of the policy are available from the school office.

Signed: _____ **Date:** _____

Fr John Glynn
Chairperson.



Appendix 1

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference.

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.20 a.m. or after the official closing time of 2.00 p.m. (infants) – 3.00 p.m. (other classes) except where pupils are engaged in after-school and homework clubs and /or extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the school's code of discipline during these times.

Rules around the School

The teacher on yard supervision must be obeyed at all times.

Pupils should freeze when the first bell rings and walk to their lines on hearing the second bell

Pupils should walk quietly in corridors, going to and from yard, hall, church etc.

Pupils should play in designated area, and may leave the yard only with a teacher's permission.

Accidents should be reported immediately to the teacher on yard supervision duty.

Children are expected to use litterbins. No food packaging is allowed in the yard.

Pupils must play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden, (e.g. wrestling, headlocks, jockey backs, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, pushing, charging in groups, bad language, exclusion).

Children are expected to be courteous and to show respect for teachers, other pupils and visitors to the school.

Attend school regularly and punctually

Co-operate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

School uniform should be worn unless otherwise instructed.

Rules in the Classroom

Instructions given by teacher must be obeyed.

Be attentive in class

Pupils should work to the best of their ability and present exercises neatly.

Pupils should do their homework to the best of their ability.

Children may not leave the classroom without the permission of the class teacher.

Pupils must stay seated in their places unless told otherwise. This is particularly important when teacher is called from the room and during sos and lunch breaks when remaining indoors.

Children are expected to take good care of their books and belongings
Pupils shall keep their classroom tidy and free from litter.
Pupils should keep unhelpful hands, feet, objects and comments to themselves.
Pupils must not damage, misuse, neglect or interfere with school equipment/furniture, especially that which is provided for their safety.
Children are expected to be courteous and to show respect for teachers, other pupils and visitors to the classroom.

Rules around the School

No Bullying – tell the teacher
Show respect for others
Take care of others
Include other pupils in games and activities
Come to school regularly and on time
Wear your uniform
Do what the teacher tells you
Walk don't run
Play safely - Don't do anything dangerous or hurtful
Report all accidents
Play in your own part of the yard - Don't leave the yard without permission from the teacher
Freeze when the first bell rings at sos/lunch breaks and walk to the line when the second bell rings
No food packaging (wrappers, cartons, tinfoil etc.) to be brought to the yard.
Use the litter bins for all other waste.

Rules in the Classroom

Do your best
Work neatly
Do your homework
Take care of your things
Show respect for others
Do what teacher tells you
Pay attention – don't interrupt the teacher or other pupils
Sit in your place - Don't leave your seat or class without permission from the teacher
Keep the class tidy
Take care of things belonging to others

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour

Appendix 2

Examples of Minor Negative Behaviour Level 1

Not living up to the expected standards of behaviour outlined in this code.18

Breaking any of the school rules.

Not following class rules.

Disobedience: not carrying out instructions from the teacher.

Not getting on with work set by the teacher

Disrupting class- shouting out, throwing objects (e.g. paper, rubbers, etc),

Swinging on chairs, eating and/or drinking in class, distracting others, interrupting the teacher, wandering around the classroom, fidgeting and inattention, sulking, misbehaviour in teacher's absence.

Damaging school or other children's property, marking tables with pencils, pens, defacing / marking other children's books /library books, tearing books

Misusing, neglect or interfering with school equipment

Pushing, leaving children out of play, leaving designated play area.

Returning to classroom during break times without permission.

Not completing homework without a note of explanation

Use of mobile phone

(This is **not** an exhaustive list)18

Continuous minor negative behaviour automatically becomes serious negative behaviour.

Disciplinary Actions

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

- Verbal reprimand/reminder(s)
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Loss of privileges
- Parent contact
- Behaviour contract

Supportive Interventions

Listed below are some examples of supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)

- Discussion of behaviour with the child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

Examples of Serious Negative Behaviour Level 2

Bullying (see school's anti bullying policy).

Inappropriate play – kicking, fighting, spitting, biting.

Throwing objects (that could cause harm)

Abusive language

Damaging school/other children's property e.g. defacing walls, desks, tables with permanent markers, deliberately breaking windows, destroying other children's work / property

Stealing school / staff or other children's property, books, etc

Leaving the school grounds without permission.

Being insolent / giving cheek.

Telling lies.

(This is **not** an exhaustive list)¹⁹

Disciplinary Actions

The disciplining of students for Serious Negative behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 are administered by the Principal, and include the formal notification of parents, with written documentation. Some examples of Level 2 responses are:

- In school supervised detention
- Report submitted to the Board of Management
- Meeting with parent(s)/guardian(s)
- Suspension from school of one to five days, depending on the severity of the Behaviour
- Implementation of extensive Behaviour management plan

Supportive Interventions

Listed below are some examples of supportive actions:

- Team conference to include classroom teacher, other involved staff, Assistant Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child

and Adolescent Mental Health Services, National Council for Special Education.

- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Serious Negative Behaviour Level 3

Some examples of serious negative behaviour, which may incur immediate suspension:

Aggressive / Threatening behaviour towards a staff member /other pupil

Verbal or physical assault on a staff member / other pupil

Serious theft / vandalism.

(This is **not** an exhaustive list)

Disciplinary Actions

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

Level 3 responses:

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

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

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

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

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

To help foster a sense of responsibility children the members of the Green Schools Committee are given the task of taking care of litter in the school yard after breaks.

Ratification

This amended code of conduct was read, discussed and ratified by the Board of Management at its meeting of 25/4/17.

Copies of the policy are available from the school office.

Signed 

Date 25/4/17

Fr. John Glynn
Chairperson