

Code of Behaviour

Our school has a Code of Behaviour to:

- promote the safety and happiness of all children in the school.
- allow for the smooth and harmonious running of the school.
- promote self-discipline among the children attending the school.
- enhance the learning environment of the school by promoting a sense of mutual respect among all members of the school community.
- increase the co-operation between home and school.
- outline a structure of fair and agreed sanctions that will be available to teachers in response to negative behaviour.

By enrolling your child in our school you are accepting our Code of Behaviour and the sanctions that we occasionally use to reprimand negative behaviour.

Standards of Behaviour

Expectations of pupils:

The school expects that pupils will:

- Attend school regularly and not miss days without good reason
- Arrive on time.
- Provide a note to explain absences or lateness
- Not leave during the day without permission
- Respect all school property
- Wear the school uniform
- Show respect for yourself and others
- Avoid fighting or hurting others.
- Avoid using bad language or name-calling
- Listen to messages given and do as requested.
- Participate in school activities
- Move quietly around the school and avoid causing disturbance.
- Keep the school tidy and litter-free.

Your teacher expects that pupils will:

- **Accept her/his authority and responsibility to teach and to impose sanctions on those who behave badly.**
- Show her/him courtesy and respect
- Come to school on time and have all the necessary materials.
- Do your homework carefully and completely.
- Listen when others are talking.
- Avoid distracting other pupils from their work.
- Participate in class activities.
- Follow the rules drawn up by your class.

Your fellow students expect that you will:

- Be kind and respect their differing personalities
- Never insult or belittle them because of differences.
- Not bully them
- Respect their property
- Listen to their opinions
- Share school equipment and resources with them
- Do not deliberately exclude them
- Speak to them with courtesy and respect

Expectations of school:

Children expect that school will be:

- Safe for them
- A happy place
- Suited to their learning style
- Encouraging and supportive.
- Affirming of children of all abilities
- Prepared to deal with bullying and supportive of victims.

Parents expect that there will be:

- A safe and happy environment for their child.
- Recognition and provision for the individual differences of pupils
- Educational support for children who need it.
- Support for children's medical needs *
- Fairness and consistency in the way children are dealt with.
- No labelling of their child.
- An atmosphere of support and inclusion rather than criticism.
- Contact at an early stage to inform them of any problems
- A willingness to meet them and to listen to their viewpoint.
- Suggestions and support about problems in school.
- Tolerance of different cultural and religious backgrounds

Expectations of Parents:

The school expects that you will:

- Be familiar with the schools Code of Behaviour and Anti-bullying Policy
- Show support for teachers in implementing the schools behaviour policy.
- Support your child in his schoolwork.
- Ensure that your child comes to school every day and on time.
- Collect your child promptly when school is over.
- Provide a note when your child is absent or late.
- Ensure he has the necessary materials
- Try to ensure your child has a positive attitude to and abides by the school and class rules.
- Give a contact number where you can be reached in an emergency.
- Be available to discuss a problem.

Other parents expect that you will:

- Support the school in implementing its code of behaviour.
- Deal with your child when his behaviour is having a negative impact on others.

***Amendment suggest by Parents Council May 2010.**

Adopted by BOM June 2010.

Code of Behaviour

Strategies for promoting positive behaviour in the school.

The school recognises that a positive, affirming and respectful relationship between pupils and staff is the most effective way of promoting positive behaviour in the school. Towards this end, every effort will be made to nurture good relationships between teachers, parents and students and to create a happy school atmosphere in the school.

The concrete steps that the school will take towards achieving this will include the following

- Pupils will be given responsibility in the school through involvement in committees along with staff e.g Green Schools
- Pupils input will be sought in the development of the code of behaviour
- Classes will be taught the code, why it is important and their part in making it work
- Teachers will ensure that the code is implemented in a fair way
- The school will have high expectations for student behaviour
- The support of parents will be sought in the development, review and implementation of the code of behaviour
- Adults will model the respectful behaviour that is expected from students.

Other strategies to encourage and promote good behaviour include:

- positive everyday interactions between teachers and students
- good school and class routines
- good teacher preparation
- clear boundaries and rules for students
- recognising and giving positive feedback about positive behaviour
- exploring with pupils how they should treat each other as part of the SPHE programme e.g Circle Time
- involving students in the preparation of classroom rules.

Reward Systems

Reward systems are encouraged as part of the schools strategy for identifying and rewarding positive behaviour. They can be used on a class basis to encourage overall good behaviour or as a planned intervention to help an individual or small group to manage their own behaviour. Consistency, fairness and transparency are encouraged in implementing these systems.

A range of reward systems are currently in use.

- Homework pass - pupils accumulate points for identified behaviours and get a homework pass at an agreed point. This can be used to "get homework off" on an agreed number of days.
- Sticker charts - cumulatively rewarding specific desirable behaviours
- Pupil of the week / Table of the week - Identifying special effort, especially improvement.
- Achievement Certificates
- Raffle tickets for "Acts of Kindness"

Simple rewards are encouraged, such as

- extra computer time,

- playground time,
- Golden Time,
- Free Play Time

Code of Behaviour

Responses and Sanctions

1. In-class interventions can include the following

- Reasoning with pupil
- Verbal reprimand and advice on how to improve.
- Seek an explanation
- Change position in class / Temporary separation from peers
- Longer interview away from class.
- Loss of minor privileges
- Note in Homework Journal / Informal chat with parents
- Lines / punishment exercise (Signed by parent / short)
- Temporary removal to another class with appropriate work
- Referral to the principal.

2. Wider Involvement

For a recurring problem parents will be notified. It is important to inform parents of problem behaviour in the school. These may be posted if necessary.

The next step is a formal request from the school that the parents come to the school to discuss a specific incident or a recurring problem with the teacher (*and principal, if appropriate*).

3. Supervised Detention

Supervised detention during schools breaks will be used to deal with unacceptable behaviour in school. This behaviour may consist of

- incidents of serious defiance
- acts of serious & deliberate aggression
- incidents of disrespect to a staff member
- serious acts of bullying
- vandalism

Guidelines:

Detention will run for one, two or three days depending on the seriousness of the incident.

The duration of detention will be decided by the supervising teacher in consultation with the principal.

Detention starts on the day **following** the incident.

It involves the pupil being supervised in a classroom during "Small Lunch" (15 minutes) and / or Lunch Time (30 minutes).

Parents will be notified of detention by sending the supervised detention note home for signing with the pupil.

If it is not signed the note will be posted home.

Detention will go ahead even if the note is not signed.

4. Behaviour Plan

For certain pupils with specific behavioural difficulties e.g. ADHD, ODD, an Individual Behaviour Plan will be put in place. This plan will be drawn up in consultation with the parents, class teachers, support teachers and school psychologist (if appropriate).

5. Referral Phase

Should negative behaviour continue following a meeting with parents, a 2nd interview will be arranged between parents and a School Disciplinary Committee (Class Teacher, Principal and/or Deputy Principal).

- A referral for assessment may be agreed if both parties feel that this is appropriate.
- The consequences of continuing misbehaviour will be explained to parents and pupil.
- A Behavioural Contract will be agreed between all parties.

6. Suspension

If the negative behaviour continues, suspension may be considered by BOM.

Suspension may also be considered to deal with single incidents of severe misbehaviour or serious confrontation.

In cases of severe misbehaviour or serious confrontation the BOM has delegated the authority to the principal to suspend a pupil for up to 3 days.

This suspension will be ratified by the Board at its next meeting or at a meeting convened specifically to deal with the matter.

If a lengthier or further suspension is required then a meeting of the Board will be convened to address the matter.

The procedures to be followed are outlined in Appendix 1.

7. Expulsion

Expulsion is the ultimate sanction for serious misbehaviour and will only be considered by the school on very serious grounds, such as when:

- significant steps have previously been taken to address misbehaviour and have been unsuccessful
- a student's behaviour is a persistent cause of significant disruption to the learning of others
- a student's continued presence in the school constitutes a threat to safety
- a student is responsible for serious damage to property
- school authorities have exhausted all possibilities for changing a student's behaviour

The Board of Management reserves to itself the right to expel a student from the school.

The procedures to be followed are outlined in Appendix 2.

Appendix 1

Procedures for suspension

Normal procedure for suspension

1. Where a **preliminary assessment** confirms serious misbehaviour, the school will
 - Inform the student and parents about the complaint
 - Explain how it will be investigated and that it could result in a suspension.
 - Give parents and student an opportunity to respond to the complaint.
2. If parents fail to attend or respond the school will make contact again
 - to explain the seriousness of the allegation and rescheduling a meeting.
 - to make clear that a decision on the matter will be reached whether or not they attend or respond
3. The Board will consider all of the details that come to light as a result of the assessment of the situation and will consider whether or not to impose / ratify a suspension.
4. Should a suspension be imposed the principal will notify the parents and the student in writing of the decision to suspend. The letter will outline
 - The period of suspension.
 - The dates when it will begin and end
 - The reason for the suspension
 - Any study programme to be followed.
 - The arrangements for returning to school including commitments to be entered into by student and parents.
 - The provision for an appeal to the Secretary General of the Dept. of Education & Science where the total number of days suspension exceeds 20
5. The school will put together a plan to re-integrate the student following the suspension.
 - A staff member will be appointed to address the need to catch up on work missed.
 - They will also deal with anger or resentment regarding the suspension. They will assist the student to make a fresh start.

Procedure for immediate suspension

1. In certain cases **immediate suspension** may be considered by the Principal. This has been sanctioned by the Board of Management. When this happens a preliminary investigation will indicate the need for suspension
 - parents will be notified and arrangements made to collect the student from school
 - the formal investigation will begin immediately following the suspension
 - All of the procedures for normal suspension from **point 3** (above) will apply to **immediate suspension**
 - parents will be informed that the Board of Management will consider all of the details

If the total number of days suspension exceeds 20 the Education Welfare Officer will be notified.

Appendix 2

Procedures for Expulsion

1. A detailed investigation is carried out under the direction of the Principal.

In line with fair procedures the principal will:

- Inform the student and parents about the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Invite parents and student to a meeting where they can respond to allegations before a decision is reached or a sanction imposed.
- If parents fail to attend, write again explaining seriousness of allegation and rescheduling meeting.
- Explain that the school is required to come to a decision on the matter whether or not they attend.

2. A recommendation is made to the Board of Management by the Principal

The principal will make a recommendation to the BOM and also

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

3. The Board considers the Principals recommendation and holds a hearing

The Board will

- review the initial investigation to ensure that fair procedure was followed.
- hold a hearing if expulsion is to be considered.
- at the hearing, principal & parents will present their case to the Board in each others presence.
- allow for each party to question directly the evidence of the other
- remain impartial between Principal & student.

4. Board of Management deliberates and comes to a decision

The Board will

- decide whether or not allegations are substantiated
- decide whether expulsion is the appropriate sanction
- come to a decision in the absence of principal, parents & student.
- If expulsion is considered, the Board must notify the EWO in writing.
- 20 days notice will be given from the date of receipt of the notice by the EWO to the implementation of the expulsion.
- The board will inform the parents in writing of its decision to expel and that the EWO will be notified.

5. Consultation arranged by EWO

The EWO will

- make all reasonable efforts to hold individual consultations with the principal, the parents and the student.
- convene a meeting of those parties who agree to attend.
- try to negotiate agreement re another intervention as an alternative to expulsion
- endeavour to make alternative educational arrangements should this fail.

6. Confirmation of decision to expel

When the 20 day period has elapsed the Board

- will confirm or otherwise the decision to expel.
- inform the parents of this
- inform parents of their right to appeal to the Secretary General of the DES
- supply them with the standard form of appeal.