

Code of Behaviour

Scoil Bhríde

Clane

1: Introductory Statement

Our Code of Behaviour is a set of practices, procedures, expectations, rules and programmes that together form Scoil Bhríde`s plan for helping students in the school to both behave and learn well.

Our Code of Behaviour helps the entire school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. Our Code of Behaviour helps teachers, other staff-members, pupils and parents to work together for a happy, effective and safe school.

This Review of Our Code of Behaviour has been undertaken by all of the teaching staff in May 2011. The work has been co-ordinated by the School Principal.

Feedback on the Draft Code will be invited from Parents and from the Board of Management of Scoil Bhríde. Feedback will also be sought from our oldest pupils, in 5th and 6th class.

After editing and redrafting, the Code of Behaviour will be ratified by the Board of Management.

In considering this policy please refer also to our Anti Bullying Policy.

2: Rationale

We, the staff of Scoil Bhríde, deemed it necessary to revise the Code of Behaviour for the following reasons,

- It is a requirement under The Education Welfare Act, 2000, Section 23, that the Board of Management prepares and makes available a Code of Behaviour for the students registered in the school.

- Section 23(2) states that the Code of Behaviour shall specify,

A: the standards of behaviour that shall be observed by each student attending the school.

B: the measures that shall be taken when a student fails or refuses to observe those standards.

C: the procedures to be followed before a student may be suspended or expelled from the school.

D: the grounds for removing a suspension imposed in relation to a student.

E: the procedures to be followed in relation to a child's absence from school.

- To ensure that existing policy is in compliance with legal requirements and good practice, as set out in "Developing a Code of Behaviour, Guidelines for schools, NEWB, 2008.

- It is a policy area within the school, identified as a priority area, by staff.

3: Relationship to characteristic Spirit of the School

This Code of Behaviour is in accordance with the School's Ethos and Vision.

The Ethos of Scoil Bhride aims to maintain a happy atmosphere built on good spirit on the part of pupils, staff, parents and the Board of Management. We seek to create, develop, foster and maintain an environment that is Safe, Happy, Welcoming and Inclusive. Within this environment, we desire a sense of good order, effective teaching, and an agreed approach to discipline. Our Code of Behaviour is based on the principles of Respect, Fairness, Courtesy, Tolerance and Compassion. We will use this policy as an aid to meeting the various needs of each pupil – intellectual, social, emotional, physical and spiritual. The overall success of our Code of Behaviour will depend on the co-operation, attitude and support of home and school. Overall, the everyday life of Scoil Bhride is based on the Christian values of inclusion and care for all.

4: (A):The Aims of Our Code of Behaviour

- To ensure the safe, effective and efficient operation of the school.
- To ensure that Scoil Bhride functions in an orderly way where children can make progress in all aspects of their development.
- To ensure the safety of all throughout each school day, both inside the school and outside in the yard and pitch.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour.
- To promote an acceptance of difference between children.
- To develop self-discipline and self-control.
- To develop respect for school property, school buildings and the entire school environment.

(B):The Objectives of our Code of Behaviour

To help our pupils to develop positive mental attitudes, whereby each child

- (a) feels secure in her environment.
- (b) learns to distinguish between right and wrong.
- (c) respects all others, both younger and older.
- (d) accepts differences/individuality of others.
- (e) learns to work, play and share with others.
- (f) develops her self-esteem and is happy at school.

5: The Underlying Principles of our Code of Behaviour

(i) Providing clarity: Our Code of Behaviour describes the school's expectations about how each member of the school community (pupils, staff, parents) will help to make the school a good place for teaching and learning.

Our Code of Behaviour also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school. Our Code of Behaviour requires pupils to behave in an orderly, harmonious manner in accordance with the rules and expectations of the Code.

(ii) Focusing on promoting good behaviour: Our Code of Behaviour gives priority to promoting good behaviour. It emphasises our high expectations and it affirms good behaviour.

(iii) Affirming that everyone's behaviour matters: Scoil Bhrides's ethos, climate and atmosphere are created by the actions and behaviour of all. The behaviour of adults is a significant influence on how a child acts.

(iv) Focusing on personal responsibility: Our Code of Behaviour helps our pupils to experience the value of being responsible and participating members of our school community. We want all pupils to treat others as they would like to be treated themselves.

(v) Ensuring fairness and equity: Our Code of Behaviour is built on fairness. It respects the principles of natural justice and ensures a consistent approach to behaviour on the part of all school personnel.

(vi) Promoting equality: Our Code of Behaviour promotes equality for all members of the school community. Our Code prevents discrimination and allows for recognising difference, in accordance with Equal Status legislation.

(vii) Recognising that relationships are crucial: Our Code of Behaviour fosters relationships of trust between pupils and teachers. The quality of these relationships is a powerful influence on behaviour within Scoil Bhríde.

(viii) Attending to the welfare of pupils: Our Code of Behaviour is based on a commitment to the welfare of every pupil, foremost being the right to participate in and benefit from education.

(ix) Attending to the welfare of staff: Our Code of Behaviour helps to promote a positive and safe working environment for all staff, especially in each classroom, for each teacher.

(x) Promoting safety and freedom from threat: Our Code of Behaviour promotes the conditions for learning and teaching. It respects the dignity of all and demands an environment free from the threat of violence for both pupils and staff.

6: Policy Content

(i) Understanding behaviour: A common understanding of behaviour among teachers, pupils and parents will provide a sound foundation for a whole-school approach to promoting good behaviour and for responding to inappropriate behaviour.

What is good school behaviour?

Good behaviour/discipline at school is a mode of behaviour which is a response to an established set of rules and expectations. The response is based on RESPECT for people and property. This response produces a happy atmosphere for teachers and pupils which is conducive to effective teaching and learning and self-control.

Influences on behaviour

(a) Internal factors,

- age and stage of development
- personality and temperament
- personal experience and history
- physical, sensory or medical characteristics
- skills and ability to learn
- belief about self and others

(b) External and interpersonal factors,

- parental and family patterns and relationships
- friends and peer group
- neighbourhood and community
- school
- the perceived status and standing of different groups in society
- time, opportunity and support for personal and social development

(c) The Link between learning, Relationships and Behaviour

- Effective teaching and learning are closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good behaviour.
- What teachers, other adults and other pupils do in response to a student's behaviour is critical in influencing the choices pupils make about how they behave.
- Behaviour can be learned. This means it can be changed.
- Behaviour has meaning. It is not random. It serves a purpose and has goals (though sometimes these goals may not be easy to recognise).
- Behaviour takes place within a particular context and in relation to other people. Understanding this context is central to understanding the behaviour.

(d) The social nature of schools

School life is fundamentally social. Individual pupils and teachers are part of many groups and subgroups in the course of even a single day. The dynamics that operate within and between these groups are powerful influences on individual and group behaviour.

Changing behaviour

In Scoil Bhride all teachers believe that students' behaviour can change and they know what they can do to make this more likely.

With good understanding of behaviour and with accurate observation and analysis of particular behaviours our teachers can positively influence pupils in managing or changing their behaviour. This can be achieved by

- motivation
- goal setting
- incentives/rewards
- support
- involvement of parent/family/peer/other adult support

(ii) Guidelines for behaviour

It is our belief in Scoil Bhride that pupils will benefit from their education and be happy in a well-structured, caring environment where high standards of behaviour are expected and adhered to. These high standards will create a positive environment, conducive to teaching and learning. These high standards, that are clearly understood by and expected of all the school community will

- provide clarity.

- set goals that will guide pupils towards mature and appropriate behaviour.
- serve as a practical tool for both teaching and learning.

In Scoil Bhride, we ask and expect that each pupil

- is well behaved and shows consideration for other children and adults.
- shows respect for her own belongings, the property of others and for the property of the school.
- shows kindness and a willingness to help others.
- shows courtesy and good manners.
- shows fairness in work and play with others.
- shows a readiness to resolve conflicts and to forgive and forget.
- attends school regularly and punctually.
- tries her best to do her school work and homework.

These high standards demand commitment. In Scoil Bhride we expect that our pupils commit to

- attending school regularly.
- doing one's best.
- taking responsibility for one's work.
- keeping the rules.
- respecting other pupils and staff members.

- participating in school activities.
- helping to make Scoil Bhríde a safe place for all.

In Scoil Bhríde, we do not tolerate Unacceptable Behaviour, including,

- behaviour that is hurtful – bullying, harassment, discrimination, victimisation. { please refer to our policy on Anti-Bullying }.
- behaviour that interferes with or prevents teaching and learning.
- behaviour that physically hurts another person.
- behaviour that threatens another person.
- behaviour that physically damages the property of another.
- behaviour that physically damages school property.
- verbal abuse of another person, including derogatory name calling.
- theft.
- graffiti

(iii) A Whole-school approach to promoting positive behaviour

In Scoil Bhríde we believe that our pupils' behaviour is influenced by our school's climate, ethos, values, policies, practices and relationships. We believe that staff, management, pupils and parents, should work as a team in order to create a positive, safe, happy school atmosphere and environment that supports and promotes good behaviour.

We believe that positive behaviour is fostered by effective teaching and an inclusive and engaging curriculum. We believe that an atmosphere of purpose is required to ensure that children do not misbehave as a result of boredom, confusion or frustration. We believe that where pupils are engaged and motivated to learn, it is much more likely that their behaviour will be positive.

In Scoil Bhride we believe that classroom management and teaching methods have a strong influence on pupil behaviour. Each classroom environment gives pupils clear, consistent messages about each teacher's expectations and creates consistent boundaries. It is our belief that the skilful management of the routine interactions with pupils by the teacher is the most critical factor in preventing problems.

In Scoil Bhride we believe that our part-time teachers, substitute teachers, S.NA.s., secretaries, caretaker, cleaners and coaches also have a role to play in the management of pupil behaviour. All adults in charge of pupils will be treated with the same respect as the class teacher.

All teachers will be treated with the same respect by all pupils.

In conclusion, the staff of Scoil Bhride believe that parents and pupils also have a vital contribution to make towards the maintenance of good order and behaviour throughout the everyday routines of school life.

Together, the school community of Scoil Bhride identifies the following vital aspects of school life which impact on pupil behaviour.

- Relationships among teachers and pupils.
- Pupils' sense of belonging to the school.

- School and classroom environment.
- Classroom management skills of each teacher.
- Relevance of curriculum to pupils' lives.
- Ability grouping and timetabling.
- Break-time supervision.
- Emphasis on extra curricular and co-curricular activities.
- Emphasis on rewards rather than sanctions.
- Parental involvement.
- Addressing educational disadvantage.
- Meeting the needs of Special Educational pupils.
- Valuing difference and diversity and preventing discrimination.
- Children are aware that they are responsible for their own actions (their actions can hurt or help others).

(iv) Positive strategies for managing behaviour

In the Classroom

- Ground rules – few in number, clear, negotiated with pupils, positively phrased i.e. "We will...." or "We will try...."
- Emphasis on praise for good/positive behaviour.
- Good news shared with other classes, teachers, principal.
- Principal praises good/positive behaviour at assembly and in the classroom.

- Good classroom management techniques through foresight and planning which ensure a variety of activities, rewards and methodologies to sustain pupil motivation and interest.

In the Yard

- Emphasis on Safety and care at all times.
- Emphasis on what activities are allowed and not allowed.
- Emphasis on the areas for senior and junior classes.
- Emphasis on regulations for leaving playground.
- Emphasis on routines at the beginning of break/end of break – lining up, “Freeze and Walk” etc.
- Reminders of teachers and S.N.As on duty – “tell teacher”.
- Frequent praise for remembering and following the rules.

On the Pitch/Grass.

- Emphasis on Safety, at all times.
- What games are allowed, what gear to be worn.
- Expectations re. fair play, team rules etc.
- Emphasis on out of bounds areas e.g. “the hedge and the Boys’ School”
- Praise for fair play, consideration of others etc.

Throughout the School

- Praise for always walking in the corridors.
- Reminders re. opening and closing of doors for adults, standing back to allow adults to pass.
- Praise for walking to and from other classrooms, the prefabs, the office, the yard, etc.

On School Related activities

- Emphasis on Safety, at all times.
- Praise for good manners, etiquette, respect for teachers, S.N.As, other pupils.
- Praise for respect for bus drivers, the buses and the property of others.
- Praise for respecting the rules of the places we visit.

General School Regulations

1: The school day begins at 8 55a.m. and ends at 2.40p.m. Parents of Junior and Senior Infants are requested to have their children collected at 1.40p.m. sharp.

2: Our school uniform consists of navy jumper/cardigan, navy pinafore/skirt ,blue shirt and red tie

Our school tracksuit can be worn for P.E., Football Coaching, Swimming,

3: Pupils are allowed to wear one set of stud ear-rings and a watch. Drop ear-rings, rings, and necklaces are strictly forbidden for safety reasons.

4: Mobile Phones: (i) The use of mobile phones is completely forbidden on school property or during school trips. (Health & Safety issues). (ii): If a pupil brings a phone to school, it must be turned off when entering school grounds. (iii): Phone must be handed up to

teacher immediately on entering classroom. (iv): Phones will be locked into teacher's secure cabinet and will be returned at home time.

5: Hair colour, highlights and coloured braids are forbidden.

6: The school authorities do not accept responsibility for children who arrive at the school before 8.45a.m. or who remain on in the school grounds after 2.45p.m. (1.40p.m. for Infants), as outside of these times, no supervision will be provided.

7: Breaks are as follows: Morning Break,10.45a.m.-11.00a.m, Lunch Break, 12.40p.m.- 1.05p.m.

8: Children are expected to be punctual. The names of those arriving after 9.15 a.m. will be entered into "Late Arrivals Notebook".

9: Children may not leave the school grounds at any time or for any reason without prior written permission from a parent or guardian and then, only when accompanied by same.

10: Parents of Junior Infants are asked to leave their children at the classroom during the first few days. When the children have settled into school life, they can be escorted to the Infants yard. The teacher will bring children to school door in the evenings.

11: All parents and visitors must enter through the main entrance only. On arrival, please call to Secretary's Office.

12: Please ring to make an appointment when wishing to meet with Class Teacher and/or Principal.

Pupil Rules

1: Cycling in the school grounds is strictly forbidden at all times – walk bicycle/scooter from entrance to bike rack .

2: The car-park is strictly out-of-bounds.

3: Chewing gum, glass bottles, cans and crisp bags are not allowed.

4: "Treats" – e.g. bars, are allowed for lunches on Fridays, only. Treats should not be brought to school on any other day.

5: Children may never leave the school or school grounds without permission.

6: Children must bring in an "Absent Note" (from Homework Diary) signed by parent/guardian, to class teacher, when they have been absent on previous day(s).

7: Children must not write on, mark or damage tables, walls, toilets, floors, carpets etc.

8: Running within the school is forbidden.

9: Children may not enter school during lunch breaks without getting permission from teachers on Yard Duty.

10: Children must play on the tarmac, in specified areas.

11: Children may only play on the grass when given permission during fine weather.

12: Boisterous play is forbidden.

13: Dangerous behaviour in the yard – kicking, punching, fighting, bullying etc., is strictly forbidden and will not be tolerated.

14: Pupils must exit school grounds by main entrance.

Our Golden Rules

- I will be gentle – I will not hurt anyone
- I will be kind and helpful – I will not hurt people's feelings
- I will be honest – I will not hide the truth
- I will listen – I will not interrupt
- I will look after property – I will not waste or damage things

- I will work hard – I will not waste time

General Pupil Behaviour

1: The level of noise in class shall be such as not to disrupt the work of those in the room or in adjoining rooms.

2: Children must learn to accept the authority of all teachers, staff members and adults in charge, in the school, on tours, on "trails", on swimming trips, during after school activities, during match trips and on other school related trips/activities.

3: Children shall be reminded to enter and leave the classroom carefully, safely and politely.

4: Children shall be encouraged to keep their own property and the classroom tidy at all times.

5: Movement throughout the room shall be in a calm, slow, safe manner (running is strictly forbidden).

6: Children shall be expected to politely greet school visitors.

7: Children will be familiarised with what to do in the case of fire. Children are trained on a regular basis, regular fire-drills. {Please refer to our Health and Safety Policy}

Classroom and Internal Rules/Expectations

1: Follow instructions given by Principal, Teachers, Part-Time Teachers, Substitute Teachers, dancing teacher, coaches, visiting speakers and all other adults working in the classrooms.

2: Sit properly on chairs, all four legs of chair on the floor.

- 3: Show politeness and respect to all visitors to the classroom.
- 4: School bags under tables, neatly stored (especially in Infant classes).
- 5: Walk ways in classrooms must be kept clear.
- 6: Hang all coats, jackets, gear bags etc on hooks, in the wet area.
- 7: During wet days, pupils must sit during morning break and/or lunch break, no unnecessary moving around room allowed.
- 8: No rulers, scissors, mathematical instruments, knitting needles, recorders etc to be used (or to be in pupils' possession) during break and/or lunch time, when pupils remain indoors.
- 9: Use all classroom and P.E. equipment, according to teacher's instructions. .
- 10; Never bang a door closed – be mindful of others..
- 11: When moving around the school, always walk, never run.
- 12: Watch where you are going – don't look behind you while walking.
- 13: At all times, think of your own safety and the safety of others – especially younger, smaller pupils.
- 14: Walking in from "the lines"- single file, no talking, one class at a time through doorways.
- 15: Good manners – etiquette – please, thank you, excuse me, taking turns, knocking on doors.
- 16: Jewellery- one pair of stud earrings and a watch are allowed, but not on P.E. days. Rings and hoop/drop earrings are strictly forbidden.
- 17: In the general assembly hall, do not climb on apparatus unless instructed to do so.
- 18: Classroom technology must be used with care and only with the permission of the class teacher.
- 19: Please exit the school safely through your designated exit

Wet Day Rules/Expectations : Break Time/Lunch Time

- 1: Stay seated at all times, either on a chair or on the floor.
- 2: No rulers or any other dangerous implements in pupils' hands.
- 3: Arrange groups for activities before teacher leaves the room.
- 4: Don't leave the room except in the case of an emergency.
- 5: A pupil must not start or take part in any activity which could endanger herself and/or others.

Yard Safety Rules/Expectations

- 1: Play safely – no rough play, "piggy backs" or lifting.
- 2: Stay in designated area of the yard.
- 3: Stay off the grass unless permission is given by teacher on yard.
- 4: Don't enter the school without permission.
- 5: Report any problems/incidents to the teachers on yard duty.
- 6: No swinging off basketball stands/climbing on sand bags..
- 7: No pulling out of coats /hoods. Don't take off shoes in the yard.
- 8: Only tennis balls/soft balls allowed for games, on yard.

9: Only enter the school building to go to the bathroom after having received permission from a teacher on Yard Duty.

10: No throwing of clothes, hats, beanbags, shoes, pebbles etc.

11: Skipping rope safety- teachers will ensure that suitable ropes are used and that appropriate safety measures are in place.

12: No pens, pencils, lollipops, bottles are allowed in yard.

13: No gymnastics/handstands, pyramids or wheelbarrows allowed. Children are not allowed to form chains/trains.

14: Yard "Out of Bounds" areas:

- the grass, unless permission given.
 - the area behind the school,
 - the area behind the prefabs,
 - the ramps for the prefab,
- the front hedge
- the hedge to Scoil Phadraig,
 - the grass to the front of the school,
 - the car park,
 - any area that is out of view.

Pitch Safety Rules/Expectations

- 1: Do not go onto the pitch without the supervision of a Teacher
- 2: Suitable gear must be worn, when playing on the pitch.
- 3: Do not follow ball onto road, into Scoil Phadraig grounds, out through hedge at back of pitch or under the net without the permission of a teacher.
- 4: Do not swing from crossbars.
- 5: Do not leave gear bags on pitch.
- 6: The wearing of any jewellery is strictly forbidden when playing,
- 7: Clean football boots when leaving pitch.
- 8: Do not wear football boots in the building.

Out of School Activities

For all tours, matches, swimming trips, "trails", visits to Museums/Galleries, visits to the Church, Retreats, etc., the same rules/expectations apply, in relation to pupil behaviour, as do within the school.

7: Rewards

The main goals of our Code of Behaviour are to promote good behaviour and to prevent inappropriate behaviour. We believe that the day-to-day excellence of both school and

classroom management will assist the vast majority of pupils to behave in a manner that supports their own learning and development. A reward system will be part of the overall school and individual class strategy to reward positive behaviour. A reward system may also form part of a planned intervention to help an individual pupil to manage her own behaviour. Rewards for pupils with special needs will take account of their particular learning needs and style.

Rewards systems are more likely to motivate pupils when

- they are meaningful.
- the pupil(s) understand(s) what the rewards are given for.
- they acknowledge behaviour that is valued and wanted.
- they are given for effort and not only for achievement.
- they are used consistently by all teachers.
- they are inclusive and do not discriminate against background or ethnic group.

Our rewards for Junior classes include,

- Teacher praise (orally).
- Teacher writes positive comment in copy.
- Stickers/stamps on good work or on school jumper.
- Praise by support teacher/other class level teacher.
- Praise by Principal in the classroom/at assembly.
- Stickers from Principal.

- "Student of the Week" award.
- Treats – sweets, bars etc – on occasions. { be aware of children with allergies}
- Homework off.
- Golden Time – extra playtime, extra P.E., DVD, extra computer time, indoor games, extra art time, extra Library Reading time, etc.
- Table of the week.
- Star Charts/Merit Chart.
- Showing work to other classes/teachers.
- Showing work on School Website with Parental permission.
- Assigned jobs in the classroom.
- Inform parents of good news/behaviour/work.

Our Rewards for Senior classes include,

- Teacher Praise (orally) or written in homework diary/copy.
- Praise by Support Teacher/other class level teacher.
- Praise by Principal – in classroom, at assembly or in private, as appropriate.
- Treats – bars, crisps, drinks after games/events, or on other occasions.
- Homework off.
- Golden Time – extra playtime, extra P.E., DVD, extra computer/laptop time, indoor games, quizzes, extra Library Reading time, etc.
- Star Charts.

- Inform parents of good news/behaviour/work.

8: Sanctions

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have a damaging and long-lasting effects including disruption of learning, distress, anxiety, fear and a threat to the safety of pupils and students.

Where a student's behaviour disrupts the teaching and learning of other students, we in Scoil Bhríde will deal with each case by applying our professional judgement and skill, drawing on factual and objective information. Our overall strategy will be to intervene early and positively when student behaviour does not meet the standards expected by the school. It is also a part of our strategy to also prioritise the early involvement of parents.

An important element of our approach to dealing with student's inappropriate behaviour is a problem-solving approach, whereby we will respond through the following steps.

- Gather information – understand the context and factors that may be affecting behaviour.
- Generate ideas about possible solutions.
- Decide and agree on specific strategies.
- Implement the agreed strategy consistently.
- Review progress.

As part of the whole-school approach, all staff will have an agreed "Ladder of Intervention" in response to inappropriate behaviour. This allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

In general terms, we have three levels of intervention.

1: Support for all - most pupils behave appropriately. Occasional, minor misbehaviour will be attended to effectively through the skill and expertise of the classroom teachers.

2: Additional support for some pupils – some students need more active intervention including,

- Teacher/parent chat re. the inappropriate behaviour.

- Referral to Principal to monitor behaviour.

3: Specialised support for a small minority of students – a few pupils may show particularly challenging behaviour. They may not respond to low-level interventions. These few will need a sustained response, involving the important adults in their lives. The Principal may seek guidance and support from outside agencies e.g. N.E.P.S., H.S.E., Community Psychological Services, N.C.S.E. or Child and Adolescent Mental Health Services (Kill Health Centre).

The Purpose of Sanctions

- To help pupils to learn that their behaviour is unacceptable.
- To help pupils to recognise the effect of their actions on others.
- To help pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- To help pupils to learn to take responsibility for their behaviour.
- To reinforce boundaries as set out in our Code of Behaviour.
- To signal to other pupils and to staff that their well-being is being protected.
- In cases of more serious breaches of school standards, sanctions may be needed to

(a) prevent serious disruption of teaching and learning

or

(b) keep the pupil, other pupils or adults safe.

Good Practice in the use of sanctions

- Sanctions are part of a plan to change behaviour.
- Sanctions are used consistently.
- Sanctions are proportionate, appropriate, fair and display a "common-sense" approach.
- Pupils and parents know what sanctions are used in school.

Sanctions which are/may be used throughout Scoil Bhride

Parents will be contacted at an early stage if a problem is arising. We always believe

In dealing with issues before they develop.

- Eye contact from teacher – "silent warning".
- Verbal warning/chat from teacher.
- Note home in homework journal.
- No award of stars.
- Loss of stars.
- Loss of golden time.
- "Time-out" chair/area in classroom.
- Transfer to another classroom for "timeout"/completion of work.

- Completion of homework/extra work to be done.
- Referral to Deputy Principal.
- Referral to Principal for chat/reminder/warning.
- Meeting – Parents, Teacher, Pupil, with or without Principal.
- Continued monitoring by Principal and follow-up meeting with parents.
- Suspension – various lengths.
- Contract of good behaviour.
- Expulsion.

N.B.: In a case of gross misconduct, temporary suspension may come into effect immediately, once the Principal has informed the Chairperson of the Board of Management.

Inappropriate behaviour which requires sanction include

- Minor disruptive behaviour, within the classroom.
- Persistent minor disruptive behaviour, within the class.
- Bullying – verbal or physical.{ Please refer also to our policy on Anti-Bullying}.
- Verbal abuse of another pupil/staff member.
- Racial abuse of another pupil/staff member.
- Damage to the property of another pupil/to school property/to the property of a staff member.
- Theft.

- Graffiti.
- Physical attack on another pupil/staff member.
- Leaving the school grounds without permission.
- Smoking, using drugs or consuming alcohol in the school building, on school property or on school outings.
- Inappropriate use of technology e.g. mobile phones (pictures or texts), internet usage, etc.
- Inappropriate behaviour or verbal comments of a sexual nature.

N.B.: This list is not exhaustive – the School, Parents/Guardians and Board of Management may have to deal with other inappropriate behaviours, indiscretions or matters if and when the occasion demands.

9: Suspension and Appeals

(a) Suspension

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

The Responsibility of the Board of Management

It is the duty of the Board of Management to

- ensure that the school has a policy on and procedures for, the use of suspension and expulsion.
- ensure that all parents and pupils are advised about and aware of the school's policy on suspension and expulsion.
- ensure that fair procedures are used for suspension and expulsion and that all staff are aware of these procedures.
- ensure to take special care that the fair procedures are accessible to pupils with disabilities or those from different language or cultural backgrounds.

Time and Timeliness

It is the duty of the Board of Management and Principal to ensure that there are no undue delays in an investigation and in making decisions about the imposition of a suspension or expulsion.

Confidentiality

It is the duty of the Board of Management and Principal to ensure that all matters to do with an investigation of alleged serious misbehaviour are dealt with in confidence.

Fair procedures based on the Principles of Natural Justice

Fair procedures have two essential parts,

- the right to be heard.
- the right to impartiality.

Fair procedures apply to,

- the investigation of alleged misbehaviour that may lead to suspension or expulsion and
- the process of decision-making as to (a) whether the student did engage in the misbehaviour and (b) what sanction to impose.

Fair procedures will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of Scoil Bhríde.

The pupil and her parents will be fully informed about an allegation and the processes that will be used to investigate and decide the matter.

The parents and pupil will be given an opportunity to respond to an allegation before a decision is made and before a suspension is imposed.

The Principal will ensure that the investigation has been fully and fairly conducted.

The Principal, as primary decision-maker, will base her decision, in an objective way, on the findings of the investigation.

Definition of Suspension

A suspension is a sanction which requires a pupil to absent herself from the school, for a specified, limited period of school days. (During the suspension the pupil retains her place in the school).

Authority to suspend

The Board of Management of Scoil Bhríde has the authority to suspend a pupil.

The Board delegates this authority to the Principal.

The Principal has the authority to suspend a pupil,

- after a full investigation has been carried out, into the alleged serious or gross misbehaviour.
- if it is her opinion that the mis-behaviour warrants such a sanction.
- when the parents/pupil have been heard.
- when the Chairperson of the Board of Management has been informed.

Suspension Limits

(a) First offence/incident: The Principal can suspend a pupil for up to two days, depending on the seriousness of the misbehaviour.

(b) Second offence: The Principal can suspend a pupil for up to three days, depending on the seriousness of the misbehaviour.

(c) Third offence: The matter will be dealt with by the Board of Management, and it will determine the length of the suspension.

However, if it is the opinion of the Principal that the misbehaviour is of such a gross nature as to have health and safety implications for other pupils or staff members, then she can refer the matter to the Board of Management for its decision, even if it is a pupil's "first offence".

Grounds for Suspension

Suspension should be a proportionate response to the behaviour that is causing concern. In Scoil Bhríde, a pupil will be suspended for

- a serious attack on another pupil, which causes injury.
- a serious attack on a member of staff.
- Harassing a member of staff at home or in school,
- inappropriate use of mobile phones or other I.T. (including internet usage).
- causing serious damage to school property or to the property of others.
- repeated, persistent verbal abuse/ racial abuse/ bullying (which has been previously brought to the attention of the pupil and her parents/guardians).
- Repeated serious misconduct/inappropriate behaviour/breaking of school rules (which has been previously brought to the attention of the pupil and her parents/guardians).
- serious theft from the school or from another pupil.

N.B.: The above list is not an exhaustive one. Other serious misbehaviour may warrant the sanction of suspension.

The Period of Suspension

A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If such a lengthy suspension is being proposed by the principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

Note:

(i) A ceiling of ten days on any one period of suspension will apply.

(ii) The Board of Management will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the student has been suspended in the current school year to 20 or more days. Any such suspension is subject to appeal under Section 29 of the Education Act, 1998.

Implementing the Suspension

The Principal will notify the parents in writing of the decision to suspend. The letter will confirm

- the period of suspension and the dates on which the suspension will begin and end.
- the reason for suspension.
- the arrangements for returning to school, including details re. "The Contract of Good Behaviour" which must be signed and entered into by the pupil, on her return.
- the provision for an appeal to the Board of Management.
- the right to appeal to the Secretary General of the Department of Education & Skills (Education Act, 1998, Section 29).

This period of suspension will end on the date given in the letter of notification to the parents.

After the Suspension ends

The pupil will be re-integrated back into her class when the period of suspension is over. The class teacher/support teacher/Principal will assist the pupil to settle back in to the routines of school life. The pupil will be given the opportunity to have a "fresh start" and will be expected to display positive behaviour like all other pupils.

(b) 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.

Section 29 Appeal

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, The Education Act, 1998 (as amended by The Education (Miscellaneous Provisions) Act, 2007.

When parents are being formally notified of such a suspension, they will be told about their right to appeal to the Secretary General of the Department of Education & Skills, under Section 29 and will be given information about how to do so (including a copy of Circular 22/02 and related forms). If and when an appeal is investigated by the Department of Education & Skills, the Principal and Chairperson of the Board of Management will prepare a response.

Records and Reports

Formal written records will be kept of,

- the investigation (including notes of interviews held).
- the decision making process.
- the decision and the rationale for the decision.
- the duration of the suspension.
- a copy of all correspondence to parents.

Report to the Board of Management

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

Report to the N.E.W.B. (National Educational Welfare Board)

The Principal is required to report suspensions in accordance with the N.E.W.B. reporting guidelines (Education Welfare Act, 2000, Section 21 (4) (a)).

Review of the use of Suspension

The Board of Management will review the use of suspension in the school at intervals, to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that the use of suspension is appropriate.

10: Expulsion and Appeals

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

Authority to Expel

The Board of Management of a recognised school has the authority to expel a pupil. This authority will not be delegated.

The Grounds for Expulsion

Expulsion should be a proportionate response to the pupil's behaviour. Expulsion of a student is the most serious sanction and will only be taken by the Board of Management in extreme cases of gross misbehaviour. To avoid the expulsion of a pupil, the Board of Management will have previously taken significant steps to address the misbehaviour, e.g.

- meeting with the pupil and her parents/guardians, to try to find ways of helping the pupil to change her behaviour.
- making sure that the pupil understands the possible consequences of her behaviour, if it persists.
- ensuring that all other possible options have been tried.
- seeking the support of N.E.P.S., H.S.E. Community Services, Child and Adolescent Mental Health Services, National Council for Special Education, etc.

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

- the pupil's continued presence in the school constitutes a real and significant threat to safety.

- the pupil is responsible for serious damage to property.
- the pupil's behaviour is a persistent cause of serious disruption to the learning of others and to the teaching process.

The grounds for expulsion factor in the degree of seriousness and the persistence of the behaviour.

The Board of Management of Scoil Bhríde will only consider expulsion, as opposed to suspension, when it believes that a series of other interventions has been tried and it believes that it has exhausted all possibilities of changing the pupil's behaviour.

Expulsion for a first offence

In exceptional circumstances, the Board of Management may decide to expel a pupil for a first offence. Such gross misbehaviour includes,

- a serious violent attack on another pupil or staff member.
- supplying illegal drugs to other pupils while in the school, on school property or on a school related activity.
- consuming illegal drugs in school, on school property or during a school related activity.
- a sexual assault on another pupil or staff member.

Procedures in respect of Expulsion

Scoil Bhríde is required to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act, 2000, when proposing to expel a pupil.

Where a preliminary assessments of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will be taken,

Step 1: A detailed investigation carried out under the direction of the Principal. The pupil and her Parents will be informed about the complaint/investigation. The pupil and her Parents are given an opportunity to respond.

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

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

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

Step 5: Consultations arranged by the Educational Welfare Officer.

Step 6: Confirmation of the decision to expel.

Records and Record Keeping

A formal record of all matters relating to the expulsion of a pupil will be made and kept by the Principal and Board of Management. Parents will have access to these records.

Appeals

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the National Educational Welfare Board (N.E.W.B.), on behalf of a pupil. Parents will be informed of this right. The Appeals Process, under Section 29, begins with the provision of mediation, by a mediator nominated by the Appeals Committee, Department of Education & Skills.

Review of the use of Expulsion

The Board of Management will review the use of expulsion at intervals, to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that expulsion is used appropriately.

11: Record Keeping

(a) Classroom

Each class teacher will record incidents of misbehaviour, which are serious enough to disrupt the teaching and learning process in the classroom, in the "Behaviour Notebook". If necessary, the teacher will arrange a meeting with parents (with or without the Principal) to discuss a pupil's behaviour. A pupil's behaviour, both positive and negative, will be discussed at the annual Parent/Teacher meeting.

Serious misbehaviour or persistent minor disruption will be reported to the principal. She will record such information in the "Incident/Discipline Book", which is kept in the Principal's Office.

The Principal will discuss the matter with the pupil, monitor the situation and arrange a meeting with parents, if she feels it is required. If necessary, a comment re. a pupil's behaviour will also be included in the "End of Year Report".

(b) Yard

Teachers on yard Duty will deal with all minor incidents of misbehaviour according to our Code of Behaviour. If they deem it necessary, information will be passed on to the class teacher, who will record it in the "Behaviour Notebook". Serious incidents of misbehaviour will be reported to the Principal. she will deal with these according to our Code of Behaviour. She will record details in the "Incident/Behaviour Notebook", kept in her office.

(c) School

(i) The Principal will record serious incidents of misbehaviour in the Incident/Behaviour Notebook, which is kept in her office.

(ii) If an incident involves serious misbehaviour which merits a suspension, then the Principal will open an individual case file. Copies of ALL reports, notes, letters to parents, communication with outside agencies, with the Board of Management etc., will be kept in such a file. Copies of any and all documentation pertaining to appeals, either to the Board of Management or under Section 29 will also be kept in such a file.

12: Procedure for notification of a pupil's absence from school

- Please refer to our "Attendance Strategy Policy".
- Whole school strategies to encourage school attendance include
 - (i) positive school environment.
 - (ii) early intervention if attendance is an issue.
 - (iii) equality of participation.
 - (iv) adaptation of curriculum and methodologies.
 - (v) adaptation of school timetable.
 - (vi) reward for good attendance.
 - (vii) making parents aware of the terms of the Education Welfare Act and its implications.

Reporting Absences

(i) Parents are expected to sign and send in "Absent Note", to the pupil's teacher, to explain any absence. These notes are included in the Homework Diary.

(ii) For Junior and Senior Infant classes, parents are requested to "send in a note" after each absence. The class teacher then hands these notes into the Secretary's office.

Reporting to the National Educational Welfare Board (N.E.W.B.)

The Principal, will undertake to report to the N.E.W.B. on or before the specified dates, the rates of absenteeism, numbers of pupils suspended or expelled, etc., as required.

13: Reference to other Policies

This Behaviour Policy has been formulated with reference to the following other school policies and plans,

- SPHE Plan
- Anti-bullying Policy
- Enrolment Policy
- Health & Safety Policy
- Attendance Strategy Policy

14: Roles and Responsibility

(i) The Board of Management

- The Board of Management is charged with the management, running and upkeep of Scoil Bhríde as a safe place, where effective teaching and learning can take place, daily.
- Section 23 of the Education (Welfare) Act, 2000 requires the Board of Management to consult with the Principal, the Teachers, other staff members, the Parents and the Educational Welfare Officer in preparing the School's Code of Behaviour.
- The Board of Management has overall responsibility to prepare and implement this Code of Behaviour.
- The Board of Management has the authority to expel a pupil.
- The Board of Management has the authority to suspend a pupil.
- The Board of Management has the right to delegate the authority to suspend a pupil, to the School Principal.
- The Board of Management will provide all support and resources necessary on an ongoing basis, in order to achieve the successful implementation of this Code of Behaviour.
- The Board of Management will ensure that the Code of Behaviour will be reviewed and amended, if necessary, at regular intervals.

(ii) The Principal

- The principal is charged with the duty to ensure the effective running of Scoil Bhríde on a day-to-day basis.
- The Principal is the primary decision-maker, on a day-to-day basis, on all matters relating to behaviour and discipline.

- The Principal will support all staff members to successfully implement this Code of Behaviour.
- The Principal will consult with all sectors of the school community, including a representative group of senior pupils, as part of the process of drawing up this Code of Behaviour.
- The Principal has the authority to suspend a pupil for serious or gross misbehaviour.
- The Principal will ensure that the Code of Behaviour is reviewed, at regular intervals.
- The Principal has overall responsibility to co-ordinate, monitor and oversee the implementation of this Code of Behaviour.
- The Principal will have the responsibility of keeping records and communicating with parents and outside bodies, as required, on matters relating to behaviour and discipline.

(iii) Teachers

- All teachers are responsible for implementing this Code, on a day-to-day basis, in each classroom and throughout the school.
- All teachers will work in co-operation with the Principal and with Parents in order to achieve this.
- All teachers will engage with pupils on a regular basis in order to foster, develop and maintain an atmosphere and ethos that is supported and desired by this Code of Behaviour.
- All teachers will engage in a review process of this Code, as required.
- All class teachers will keep a file recording any serious issues. This file will be passed on from year to year.

(iv) Other staff (S.N.As., Secretaries, Caretaker, Cleaners, etc).

- All ancillary staff will actively support our Code of Behaviour, on a day-to-day basis through their interactions with pupils and other staff members.

(v) Parents

- Parents are required to “sign up” to this Code of Behaviour
- Parents are required to support this Code of Behaviour in all their interactions with teachers, staff and the Principal, especially with regard to matters relating to pupil behaviour.
- Parents are requested to regularly remind their children about the expectations of this Code of Behaviour.

Pupils

- The pupils of Scoil Bhríde are expected to adhere to the requirements of this Code of Behaviour.
- Pupils are expected to behave in a responsible manner both to others and to themselves.
- Pupils are expected to treat others as they would like to be treated themselves.

15: Consultation and Review

- The Principal, on behalf of the Board of Management, will consult with all relevant parties, when drawing up this Code of Behaviour.

- Following consultations, the Code of Behaviour will be edited and redrafted.
- The final Draft will be presented to the Board of Management for Ratification.
- The Code of Behaviour will be reviewed, at regular intervals, in the future.

16: Ratification and Communication

The Code of Behaviour was ratified by the Board of Management on 26th September 2011.

A copy of The Code of Behaviour will be given to all parents of new Infants, in September 2011.

A copy of The Code of Behaviour will be given to all existing families in October 2011.

17: Implementation

This Code of Behaviour will be implemented with immediate effect.